AGENDA OF THE EDUCATION
MANAGEMENT COMMITTEE OF THE
BOARD OF EDUCATION FOR THE
CITY OF HAMILTON

AGENDA

EDUCATION MANAGEMENT COMMITTEE

1986 07 02

Confirmation of the minutes of the last regular and special meetings of 1986 06 12 and 1986 06 16.

GENERAL

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Student Evaluation.
3. Revision of Special Education Legislation.
4. Interim Report of the Discipline Review Committee.

PART I

BUSINESS ARISING OUT OF THE MINUTES:

1. Pre-employment Program - referred from Business Management 1986 03 06.

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. The Educational and Occupational Aspirations of Ethnic Minorities in the Secondary Schools of Major Urban Areas of Canada.
3. Report of the Microcomputer Advisory Committee.
4. Report of the French Language Advisory Committee.

PART II

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Requests re: "4 Over 5" - Sydney Mandzuk.
   - Nancy Martin.
3. Core French Report.
4. Report of the Microcomputer Advisory Committee.
5. Report of the Trainable Retarded Children's Advisory Committee.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1986 07 02

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

(a) That the action of the Director in permitting an Area Superintendent to attend "A Summer Leadership Week on Due Process for Education Officials" sponsored by OISE held at Toronto from Monday, 1986 07 07 to Friday, 1986 07 11 be approved, and that expenses be paid according to policy.

(b) That up to five Supervisory Officers be authorized to attend the Area 2 Fall Conference of the Ontario Association of Education Administrative Officials to be held at Windsor, Thursday, 1986 09 11 and Friday, 1986 09 12, and that expenses be paid according to policy.

(c) That up to five Supervisory Officers be authorized to attend the Annual Conference of the Ontario Association of Education Administrative Officials to be held at Ottawa, Wednesday, 1986 10 15 to Thursday, 1986 10 17, and that expenses be paid according to policy.

(d) That the Associate Superintendent of Curriculum and Special Services attend the 7th Canadian Congress of the Council for Exceptional Children to be held at Regina, Saskatchewan, from Wednesday, 1986 10 08 to Saturday, 1986 10 11, and that his expenses be paid according to policy.

Superintendent of Operations

(a) That Mr. Marsden J. Eedson be appointed to the position of Administrative Assistant to the Superintendent of Operations for a two-year period effective 1986 09 01 with salary according to schedule.

(b) That Mr. Gary Birchall be reappointed to the position of Supervisor of Curriculum and Instruction, Geography, effective 1986 09 01 to 1987 08 31, with salary according to schedule.

(c) That Mr. Lee Aurini be appointed to the position of Supervisor, Technical Studies, for a one-year period effective 1986 09 01, with salary according to schedule.

(d) That the contract for Mr. Lee Currie, .5 Consultant, Science education, be extended for one year commencing 1986 09 01 to 1987 06 30.

Superintendent of Curriculum and Special Services

(a) That one Mathematics Consultant attend the regional meeting of the National Council of Teachers of Mathematics to be held at Edmonton, Alberta, Thursday, 1986 10 16 to Saturday, 1986 10 18 as a presenter and that expenses be paid according to policy.

Associate Superintendent of Curriculum and Special Services

(a) That the action of the Associate Superintendent of Curriculum and Special Services in permitting one Psychological Consultant to attend the 47th Annual Convention of the Canadian Psychological Association held at Toronto from Thursday, 1986 06 19 to Saturday, 1986 06 21 be approved and that $140 be paid towards the cost of registration and expenses.

(b) That up to three Adjustment Counsellors attend the OTF Leadership Training Conference on the Detection and Prevention of Child Abuse to be held at Toronto on Friday, 1986 09 26 and Saturday, 1986 09 27, and that $65 each be paid towards the cost of registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education.

-as

1986 07 03

To the Chairman & Members
Education Management Committee
The Hamilton Board of Education

Ladies & Gentlemen:

RE: STUDENT EVALUATION

Background

In February, 1978, the Hamilton Board of Education approved "A Statement of Aims and Objectives of Student Evaluation" (see Appendix A).

When the Director made his initial visitations to Hamilton schools in late 1979, he found that an area of concern voiced by teachers, from Junior Kindergarten through Grade 13, was student evaluation. The major dilemma centred around the variance of evaluation criteria students faced within schools and when moving from school to school in our system. Consequently, in "Blueprint for the 80's", Student Evaluation was, in Key Result Area #11, identified as a system priority.

Subsequent Action

Due to the fact that the concern about Student Evaluation crossed all divisions, the decision was made to address the problem on two fronts: one, the Senior Division; the other, the Primary, Junior and Intermediate Divisions.

The initial task was to address directions in the Senior Division. In the spring of 1981, directions adopted by the Senior Division Student Evaluation Committee were approved by Academic Council and a practice has been in place in our secondary schools since that time. (See Appendix B, "Student Evaluation - Senior Division). It is now being reviewed.

The task of developing a student evaluation policy for the Primary, Junior and Intermediate Divisions, presented two unique challenges. First, unlike the Senior Division, which involved 21 schools, Primary, Junior and Intermediate Student Evaluation involved every school in the system. Second, this document would have to address evaluation across the elementary and secondary panels. Nevertheless, the decision was made to approach the task in a combined effort and in December 1981, a committee to review student evaluation in the Primary, Junior and Intermediate Divisions was formed and was given the name, P/J/I Student Evaluation.

By June, 1983 after collecting and compiling data from the system as to needs relative to student evaluation, the P/J/I Committee took an interim report to Academic Council. With the support of Academic Council, the P/J/I Student Evaluation Committee continued their work through the 1983-1984 school year and in June 1984 brought a draft document and a plan for inservice for Academic Council for approval. With the support of Academic Council, 9

schools, representing the six education areas of the city and including representatives from both panels, took on the task of becoming pilot schools for the draft document, "Student Evaluation in the Primary, Junior and Intermediate Divisions". With careful attention to the system policy and an emphasis on the role of the principal, teacher and student in student evaluation, the pilot schools formed staff committees and began the process of developing school evaluation policies.

The process of developing school evaluation policies moved at different rates in each of the schools. However, in every case, the pilot schools reported that the most significant impact was a clearer appreciation and understanding of the similarities and differences between divisions and the clear recognition that, even given the differences, a consistent school policy was a very plausible expectation.

By June 1985, 7 schools had developed student evaluation policies and were ready to issue them during the fall of 1985. At that time, the decision was made to extend the pilot for one more year. In October 1985, six new schools joined the original eight in the pilot process.

The seven schools from Phase I who had policies ready for the fall of 1985 will continue with their policies in September 1986, and will be joined by the one school not ready earlier.

With the experiences of the 13 pilot schools now evaluated, the P/J/I Student Evaluation Committee has recommended to Academic Council that the policy on "Student Evaluation in the Primary, Junior and Intermediate Divisions" be implemented system-wide in September, 1986.

The reporting procedures to parents that are currently practiced in the system in order to meet Board and Ministry expectations, incorporate and compliment the principles described in the Student Evaluation Policy.

The Report Cards currently used in each division have been appended for your approval. They have been developed through committees of teachers, principals, curriculum supervisors and officials to ensure that parents receive meaningful and up-to-date information about the progress of their child through grades and anecdotal comments.

These report cards will continue to receive periodic review in order to ensure their relevancy, accuracy and objectivity.

It is therefore recommended:

1. **THAT THE "STUDENT EVALUATION POLICY IN THE PRIMARY, JUNIOR AND INTERMEDIATE DIVISIONS" BE APPROVED, EFFECTIVE SEPTEMBER 1, 1986.**

2. **THAT THE REPORT CARDS FOR EACH DIVISION BE APPROVED EFFECTIVE SEPTEMBER 1, 1986.**

Prepared by: C. Waterman, Administrative Assistant

Submitted by: C. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

STUDENT EVALUATION - SENIOR DIVISION

INTRODUCTION

In December 1980, a Student Evaluation Committee was struck at the direction of Academic Council. It recognized that there are many ways in which a student's academic achievement may be evaluated, and that the evaluation process should be an integral part of the learning experience for all students. The committee believed that students have different learning styles, that the raising of their self image in a positive way is of prime concern to all educators, and that evaluation can and certainly should take different forms.

The mandate of this committee was to assess present policy in light of the needs of students, and in particular to take an in-depth look at the concept of formal examinations* as one method of evaluation.* Examinations, when informative, positive and reflective of the nature of the student and the subject, have merit as a method of evaluation. However, problems and inconsistencies may occur when too great an emphasis is placed on any one form of assessment*.

The 1980 Committee emphasized the role of the school principal and of the subject supervisors, and the critical linking force of the department head between the principal and the subject supervisor in establishing an evaluation policy.

The present Committee, instituted January 1984 by the Superintendent of Curriculum and Special Services, is in basic agreement with the philosophy established by the 1980 Committee and sought only to modify the policies to better meet the needs of a system in which:

- all schools will be operating on a semestered basis,
- the new O.S.I.S. requirements are being implemented, and
- grade 13/OAC courses are being integrated into the composite secondary schools.

Two important developments which have been incorporated are:

- an attempt to align the document with the development of other Hamilton Board policies with regard to the distinction between assessment and evaluation, and
- the inclusion of a statement dealing with exceptional students.

These policy changes constitute only a modification of present policy. It is not the intention of this committee to alter positive developments of existing policy such as:

- two sets of scheduled evaluation periods throughout the course of a semester;
- students having to write no more than two examinations in any one day;
- the grade 12 city-wide mathematics examination;
- a continuing emphasis on on-going evaluation.

PL

* Words marked with an asterisk are defined in Appendix A: Glossary

RATIONALE

A. Basic and General Level Courses:

It is recognized that many of those students taking basic and general level courses may not perform as well on examinations as they do on other forms of assessment. It is further recognized that the curriculum and any accompanying assessment for these students should meet the needs of the individual as much as possible.

The following points of view have played a significant role in the final recommendations:

- individual schools and departments within schools should be afforded a measure of autonomy in deciding the methods of assessment that best meet the needs of their community and the students within that community;
- no one form of assessment should be weighted too heavily in relationship with all other methods of assessment
- there should be some rewards for those students who achieve and maintain a high standard of academic excellence.

B. Advanced Level Courses:

Students aspiring to take advanced level subjects should be prepared to meet the demands of the program of studies. We believe in the concept of formal written examinations* for these students, although one must recognize too the value that may be placed on an exemption policy for students in all levels of education.

There shall continue to be compulsory final examinations* in English, mathematics, and science. In all other subject disciplines, there should be a continuation of co-operation among principals, subject supervisors, and department heads in order to determine whether or not there should be an exemption policy.

The following points of view play a significant role in the final recommendations:

- students at the advanced level should have some experience in writing formal examinations in order to prepare them for the rigorous demands of post-secondary education;
- although examinations are an integral part of evaluation for these students in particular, we still recognize the value that may be placed on an exemption policy, as an incentive, for students in all levels of education;
- at the advanced level more emphasis is placed on formal examinations; therefore, the weighting of marks must reflect that emphasis;
- certain subject disciplines believe that a final examination is a necessity in order to organize and synthesize the concepts that have been studied throughout the year, and in order to prepare those students who will be going on to post-secondary education;
- other subject disciplines more readily lend themselves to the concept of exemptions where a specific competency base has been achieved and maintained throughout the course of the year's work.

Since most universities place an emphasis on examinations, students should write a final examination in each of their Grade 13/OAC subjects

C. Exceptional Students:

According to section 2.3, page 6, OSIS dealing with Special Education Programs and Services, it is the principals' responsibility to:

- ensure that the program for an exceptional pupil is based on and modified by the results of continuous assessment and evaluation.
- encourage the use of a variety of assessment techniques to ensure an informed evaluation of the pupil's progress.

Therefore, students deemed to be exceptional will be evaluated in a manner appropriate to their exceptionality and are not covered within the policy statement of this document.

POLICY

A. Basic and General Level Courses:

1. a) In composite secondary schools, the department head, in consultation with his or her department and the subject supervisor, shall recommend to the principal the methods of assessment for all basic and general level courses.
   b) In vocational schools, the principal's assistants, in consultation with the staff and the subject supervisor shall recommend to the principal the methods of assessment for all basic and general level courses.
2. If examinations are included as one method of evaluation, there shall be at least 60% of the final course mark assigned to forms of evaluation other than examinations.

3. a) In composite secondary schools, an exemption policy may be adopted at the discretion of the individual schools. Students may gain exemption from that final examination* having written one formal examination* and having achieved a mark of 70% on their year's work.
   b) In vocational schools, an exemption policy may be adopted at the discretion of the individual schools. Students may gain exemption from that final examination* having written one formal examination and having achieved a mark of 65% on their year's work.

B. Advanced Level Courses (Grades 11 and 12):

1. There shall continue to be final examinations with no exemption policy in English, mathematics, and science.

2. a) A final examination shall be scheduled in each advanced level subject.
   b) An exemption policy may be adopted at the discretion of the individual schools in those subjects in which there is an existing city-wide exemption policy. However, where such a policy is adopted, students must have written one formal examination in that subject and must have maintained a mark of 70% on their year's work in order to gain exemption from the final examination in that subject.

3. At least 50% of the final course mark shall be assigned to forms of evaluation other than examinations unless otherwise mandated by the Ministry. It is understood that the final examination will represent a significant proportion of the final year's mark.

C. Advanced Level Courses (Grade 13/OAC's):

1. Two sets of examinations shall be scheduled in each grade 13/OAC subject.

2. All students shall write a final examination in each of their grade 13/OAC subjects.

3. There shall be at least 45% of the final course mark assigned to forms of assessment other than examinations unless otherwise mandated by the Ministry. It is understood that the final examination will represent a significant proportion of the final year's mark.

D. Appeal Procedure:

Any request to modify the above policies shall be addressed to the appropriate curriculum committee(s). Current exemptions of policy which are already recommended by the Composite Curriculum Committee shall remain in force.

PL

APPENDIX A

GLOSSARY OF TERMS

ASSESSMENT - The gathering of data and information for critical analysis in order to identify those areas of the programme in which students are proficient and those areas of the program that need further clarification and practice.

EVALUATION (FORMATIVE) - evaluation that is carried out during the course of instruction. Its purpose is to improve instruction and learning rather than to rank or grade students. The results of formative evaluation should be diagnosed and used to redirect the efforts of both teachers and students.

EVALUATION (SUMMATIVE) - evaluation which is based on the assessment of completed units of work and is usually carried out at the end of the course. It measures the student's achievement on a significant body of material and the degree to which it has been assimilated and can be used to grade students for the purposes of promotion.

EXAMINATION (FINAL) - a summative evaluative process that occurs at the end of the semester or the school year.

EXAMINATION (FORMAL) - an evaluative process that involves a group of students writing not necessarily at the same time either in a large area or in the confines of the classroom for a defined period of time.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

Record of Student Achievement
Fiche de rendement

Surname/Nom | Given name(s)/Prénom(s) | Grade/Année: JR KINDERGARTEN

(where applicable) (s'il y a lieu)

Description of studies/Description des études | Description of Achievement/Description du rendement | Grading/Notes | Credits/Crédits

EACH SECTION OF THE PROGRAMME CONTRIBUTES TO AN ASPECT OF THE CHILD'S DEVELOPMENT.

** ACTIVITY TIME **
THROUGH PLAY THE CHILDREN EXPLORE A VARIETY OF MANIPULATIVE MATERIALS--PAINT, CLAY, BLOCKS, BUILDING TOYS, SAND, WATER, COLLAGE MATERIALS AND DRESS UP CLOTHES. AS THEY PLAY THEY DEVELOP SOCIAL SKILLS, CREATIVITY, COORDINATION, AND GROWING INDEPENDENCE (EG. DRESSING THEMSELVES). THEY HAVE EXPOSURE TO MATH CONCEPTS AND MEANINGFUL PRINT (EG. THEIR NAME) AND DEVELOP THEIR VOCABULARY AS THEY TALK ABOUT THEIR ACTIVITIES.

** GROUP TIME **
THROUGH SONGS, SINGING GAMES, RHYTHM INSTRUMENTS AND RECORDS THE CHILDREN DEVELOP LISTENING SKILLS AND THEIR SENSE OF RHYTHM AND PITCH. FROM EXPOSURE TO A VARIETY OF STORIES AND POEMS IN THE CLASSROOM AND LIBRARY, CHILDREN BEGIN TO ENJOY HANDLING BOOKS, EXPAND THEIR VOCABULARY, BEGIN TO INTERPRET PICTURES AND EXPRESS THEIR IDEAS.

** SNACK TIME **
AS WELL AS PROVIDING NUTRITION, THIS GIVES OPPORTUNITIES FOR CHILDREN TO EXPERIENCE COOKING, TO TRY NEW FOODS AND DEVELOP INDEPENDENCE AS THEY TAKE TURNS TO SERVE THEIR FRIENDS AND HELP CLEAN UP.

** OUTDOOR PLAY **
THIS PROVIDES OPPORTUNITIES FOR LARGE MUSCLE DEVELOPMENT AND A CREATIVE OUTLET FOR HEALTHY GROWTH.

FURTHER INFORMATION ABOUT ANY COURSE MAY BE OBTAINED FROM THE SCHOOL.

PLACEMENT FOR SEPTEMBER 1986 _____ DAYS ABSENT TO JUNE 27/86 _____

School Name and Address/Nom et adresse de l'école

Signature of School Official
Signature du préposé scolaire autorisé

JUNE 27/86
Date Sent
Date de l'envoi

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SENIOR KINDERGARTEN

NAME	SCHOOL	FEB. ☐ JUNE ☐ REPORT 19 ___
TEACHER	ROOM	Since September Opening: DAYS ABSENT _____ TIMES LATE _____

SOCIAL AND EMOTIONAL

The following areas may be evaluated:
- enjoyment of group activities
- acceptance of class routines
- relationship to peers
- choice of activity and concentration
- behaviour indicates self-confidence and self-control

PHYSICAL

The following areas may be evaluated:
- large muscle control (running, skipping, gym activities)
- small muscle control (use of scissors, pencils)

COMMUNICATION

LANGUAGE

The following areas may be evaluated:

Language Development
- participation in group conversation
- clear expression of needs and feelings
- listening for information and directions

Language Skills
- shows an awareness of rhyming words and sounds
- shows an awareness of print

MATHEMATICS

The following areas may be evaluated:
- sorting, classifying, ordering
- counting, recognition of numerals
- measurement and geometry
- mathematical language (more, less, taller, tallest)

THE ARTS

The following areas may be evaluated:
- visual arts
- music
- imaginative play

_____
TEACHER'S SIGNATURE

Please refer to the back for further clarification of studies.

DESCRIPTION OF STUDIES

KINDERGARTEN AIMS AND OBJECTIVES

This report is intended to give you an indication of how your child is progressing. Remember that all children progress at different rates. The Senior Kindergarten Programme is based on The Curriculum Guidelines published by The Ontario Ministry of Education, The Formative Years (Circular P1J1 1975) and Education in The Primary and Junior Divisions (1975).

SOCIAL AND EMOTIONAL

Growth in self-control, sharing and concern for others and the development of a good self-image are encouraged through play and group activities.

PHYSICAL

Physical activities are used to develop creativity, confidence and to maintain fitness. Large and small muscle control are stressed through the manipulation of small equipment, movement to music and gymnastic activities. In the classroom, the activity-based programme provides opportunities to use materials such as scissors, puzzles, crayons and paint which develop small muscle control and eye-hand co-ordination.

COMMUNICATION

Communication is divided into two areas – Language and Mathematics.

LANGUAGE

The language programme is planned to develop the total area of communication in which the skills of speaking, listening, reading and writing are integrated.

Speaking – Discussion of topics, activities and stories provide opportunities for this.

Listening – Children have many chances to listen to stories and poetry, to the teacher and other pupils, and to follow directions.

Reading – Opportunities are given to read objects and pictures and to hear and identify rhyming words and initial sounds through stories songs and poems and nursery rhymes.

Writing – Opportunities to experiment with print are given using pencils magic markers and crayons.

MATHEMATICS

Mathematics is interwoven through all the child's activities rather than taught in formal, isolated lessons. There are opportunities to sort objects, compare sets, count, recognize numerals, observe and classify shapes and recognize coins through play. There are opportunities to experience measurement concepts such as length, area, volume, mass, temperature and time through blocks, sand and water.

THE ARTS

Ample opportunities are provided for children to express ideas through paint, blocks, paper and paste and Plasticine.

Children develop rhythmic and listening skills through songs, rhythmic and interpretive movement and games, playing instruments and listening to records.

Children learn to develop self-confidence and self-awareness through drama and through imaginative play with puppets and in the doll house.

The Board of Education for the City of Hamilton

PRIMARY DIVISION — GRADES 1-3

Please See Reverse Side For Description of Studies

REPORTING PERIOD

STUDENT NAME	SCHOOL
GRADE ROOM	
TEACHER	SCHOOL TELEPHONE NO. / PRINCIPAL

SINCE SEPTEMBER OPENING		ACHIEVEMENT CODE: SEE REVERSE SIDE FOR DEFINITIONS	EFFORT CODE
DAYS ABSENT	TIMES LATE	(S) - SUCCESSFUL (N) - NEEDS IMPROVEMENT (-) - NOT APPLICABLE	(SA) - SATISFACTORY (N) - NEEDS IMPROVEMENT

COMMUNICATION	Achievement	Effort	COMMENTS
LANGUAGE Grade _____			
Listening			
Oral Expression			
Reading - Understands what is read - Uses a variety of word attack skills - Shows fluency and expression			
Writing - Personal Writing			
- Spelling, Punctuation, Sentence Structure			
- Printing/Handwriting			
MATHEMATICS Grade _____			
Arithmetic			
Geometry			
Measurement			
ENVIRONMENTAL STUDIES Topics			
SOCIAL SKILLS DEVELOPMENT AND WORK HABITS			
Demonstrates confidence and a feeling of self-worth			
Makes reasonable and appropriate decisions			
Respects the rights, feelings, and property of others			
Works well independently			
Works well with others			
THE ARTS			
VISUAL ARTS			
MUSIC			
PHYSICAL EDUCATION			
DRAMA			

Signature of School Official

During the school year, three reports will be issued and parents will be invited to the school for at least two parent-teacher conferences.

HBE 2842 (86-03)

TO STUDENTS AND PARENTS

This copy of the report card should be retained for future reference. The original or a true copy has been placed in the record folder and will be retained for five years after the pupil retires from school. Every effort has been made to ensure that all entries made are a clear indication of the achievement of the pupil. If you wish to review the information contained in the record folder, please contact the principal. A pupil, and the parent or guardian (if the pupil has not attained the age of eighteen years), is entitled to access the record of the pupil.

DESCRIPTION OF STUDIES

The Primary Programme is based on The Curriculum Guidelines published by the Ontario Ministry of Education, The Formative Years (Circular P1J1 1975) and Education in the Primary and Junior Divisions 1975. The following is a description of the Primary Programme:

COMMUNICATION

LANGUAGE

Listening

Children listen attentively in large and small groups to follow directions, gain information, discover relationships and solve problems as they think about the meaning of what they hear.

Oral Expression

Children further extend their oral language while formally and informally interacting with others. Appraisal is made of the production of speech, the maturity of language and the purposes of talk.

Reading

Children read a variety of pictures, charts, filmstrips, and books from the classroom and resource centre. Related follow-up activities develop skills of comprehension and critical thinking.

Writing

Personal Writing	Children write about their experiences using vocabulary and ideas that are expanded through first-hand observations, poetry, stories, themes and related activities.
Spelling, Punctuation, Sentence Structure	Children gain mastery in these skills by applying them in their personal writing.
Printing/Handwriting	Using crayon, paint, Plasticine, pencils, etc., children develop co-ordination and progress from pre-writing to refined writing.

MATHEMATICS

Children use materials in order to develop an understanding of numbers, shapes, and relationships. As children gain competence they learn to record their experiences with pictures and numerals. Since there is a sequential nature to mathematics, the experiences, concepts and skills in each grade provide the foundation for further new concepts.

Grade 1	Number concepts and relationships (addition and subtraction) to 10, recording using numerals and graphs, experience with geometric shapes, an understanding of non-standard measurement, problem-solving.
Grade 2	Number concepts and relationships (addition and subtraction) to 18, concept of multiplication to 5 x 5 and related division, recording ideas using graphs, place value to 99, geometry, an understanding of non-standard and standard measures, problem-solving.
Grade 3	Place value to 999; review addition facts to 18 and related subtraction; multiplication facts to 7 x 7 and related division; addition, subtraction and multiplication of whole numbers; fractions; decimal notation in tenths; standard measurement; geometry; further development of problem-solving skills.

ENVIRONMENTAL STUDIES

Environmental studies, through the use of real materials and situations both in the school and community, develops
- understanding of ideas from science, social studies, health and family studies
- information-gathering, problem-solving and reporting skills
- social skills

SOCIAL SKILLS DEVELOPMENT AND WORK HABITS

Growth in social skills is apparent as children develop attitudes, communication skills and decision-making skills which reflect respect for self and others. Children develop these skills through opportunities to work in a positive atmosphere both independently and as members of a group.

THE ARTS

VISUAL ARTS

An opportunity is provided to use paint, crayon, cut and torn paper, chalk, clay, Plasticine, and found materials in two and three dimensional forms. These would be used as a response to personal experiences in a creative developmental manner in the making of pictures, designs, prints and sculptures. Skills are acquired in relation to the children's needs of expression.

MUSIC

Children develop musical knowledge, appreciation, creativity and enjoyment through participation in a variety of activities: singing, tone-matching, rythmic and tonal games, reading and writing music, listening and playing accompaniments on simple instruments.

PHYSICAL EDUCATION

Opportunities are provided to enhance individual physical development and to acquire a positive attitude toward physical activity. Children develop gross and fine motor co-ordination, physical skills, rhythm and creativity through the use of small equipment, dance and gymnastic activities.

DRAMA

Drama includes spontaneous role play, story dramatization, improvisation, mime, movement and speech activities. It is integrated with other subjects and through drama, children can extend themselves into another's experience or point of view.

Achievement Code Definitions

(S) — Successful	Achieving success and progressing appropriately
(N) — Needs Improvement	Experiencing difficulty
(—) — Not Applicable	In the beginning stages of development; not ready for formal evaluation.

The Board of Education for the City of Hamilton

JUNIOR DIVISION - GRADES 4 - 6

Please See Reverse Side For Description Of Studies

REPORTING PERIOD

STUDENT NAME	SCHOOL
GRADE ROOM	
TEACHER	SCHOOL TELEPHONE NO. / PRINCIPAL

SINCE SEPTEMBER OPENING		ACHIEVEMENT CODE: SEE REVERSE SIDE FOR DEFINITIONS		EFFORT CODE
DAYS ABSENT	TIMES LATE	(A) - EXCELLENT	(C) - SATISFACTORY	(S) - SATISFACTORY
		(B) - GOOD	(D) - UNSATISFACTORY	(N) - NEEDS IMPROVEMENT

COMMUNICATION	Achievement	Effort	COMMENTS
LANGUAGE Grade _____			
Listening			
Speaking			
Reading -comprehension -word attack skills -oral reading			
Written Expression Including Spelling			
Printing & Handwriting			
MATHEMATICS Grade _____			
Arithmetic			
Geometry			
Measurement			
THE ARTS			
VISUAL ARTS			
MUSIC			
PHYSICAL EDUCATION			
ENVIRONMENTAL STUDIES			
SOCIAL STUDIES			
SCIENCE			
HEALTH EDUCATION			
SOCIAL SKILLS DEVELOPMENT AND WORK HABITS	SATIS-FAC-TORY	NEEDS IM-PROVE-MENT	
Demonstrates confidence and a feeling of self-worth			
Makes reasonable and appropriate decisions			
Respects the rights, feelings and property of others			
Works well independently			
Works well with others			

Signature of School Official

During the school year, three reports will be issued and parents will be invited to the school for at least two parent-teacher conferences.

HBE 2843 (86-04)

TO STUDENTS AND PARENTS

This copy of the report card should be retained for future reference. The original or a true copy has been placed in the record folder and will be retained for five years after the pupil retires from school. Every effort has been made to ensure that all entries made are a clear indication of the achievement of the pupil. If you wish to review the information contained in the record folder, please contact the principal. A pupil, and the parent or guardian (if the pupil has not attained the age of eighteen years), is entitled to access the record of the pupil.

DESCRIPTION OF STUDIES

COMMUNICATION

Language

Listening

Learning how to listen for increasingly longer periods of time; listening to remember; listening to follow cumulative directions; listening to make choices; listening for enjoyment and for critical reaction.

Speaking

The development and improvement of personal speech habits: pronunciation, oral reading and responding, skills in answering questions, questioning, explaining, describing, reasoning and evaluating through discussion; improvisation and role playing; choral speaking and choral reading.

Reading

The continued development, leading to mastery and proper usage, of a variety of strategies for getting meaning from print; context clues, structural analysis, phonetic clues; the development of personal reading preferences through the use of diversified materials (poems, biographies, novels, plays, myths, legends, newspapers, magazines, etc.); reading for information, to follow directions, and for enjoyment; the development of a positive attitude toward the written word.

Written Expression Including Spelling

The development of the ability to use the writing process, from the generation of ideas through the drafting, revising, and editing stages to the finished work in order to communicate effectively in the writing forms designated for this division. Patterns of spelling, vocabulary building, rules of punctuation and language usage are incorporated in the process.

Core French

Balanced skills approach — aural comprehension, oral expression, reading, writing; methodical development of language patterns and vocabulary; content based on the subject areas of the school curriculum.

Mathematics

Problem solving skills and real life applications of Mathematics (Arithmetic, Geometry, and Measurement) are stressed. Skills with statistics (graphing) are utilized. In particular, place value, rounding and estimation, number operations with whole numbers, decimals and fractions; investigation of two dimensional figures; measurement skills in length, area, volume, mass, temperature, time, and angle.

THE ARTS

Visual Arts

To provide opportunities for the development of self-expression by acquiring skills in a wide range of media, based on a knowledge of the basic elements of design and principles of composition as applied to both two and three dimensional form and employing personal awareness of themselves and their environment.

Music

In some schools an experience with instrumental music may be provided. The children sing songs in unison and two-part harmony. Some songs are self-taught through reading music notation. To accomplish this, some theory is taught, e.g., time signatures, note values, syllables and scales. Children listen to records to identify such elements as mood, instrumentation, tempo and form.

Physical Education

Development of a positive attitude towards physical activity and an appreciation of efficient movement through gymnastics, creative movement, folk dance, running and jumping and handling small equipment (balls, hoops, scoops, etc.).

ENVIRONMENTAL STUDIES

The world with which the child is familiar is used by the teacher as a basis for the development of values, attitudes, concepts and skills.

Social Studies

Developed through the use of some of the following themes:

Grade 4	Japan, Israel, Grasslands
Grade 4/5	Tundra, Greece, Medieval
Grade 5	Way To Go, China, Egypt
Grade 6	Canada Is, Discovering America, Plains Indians, Iroquoians, Aztecs and Incas, Hamilton

Common to all Junior grade classes: Ontario, Travel, Cities

Science

Active investigation into some of the following topics:

Grade 4	Prehistoric Animals, The Parking Lot, Magnets
Grade 5	Electricity, Aircraft, Trees
Grade 6	Human Variations, Carbon Dioxide, Mini Climates

A variety of other topics are available for further study, in addition to the units listed above. Teaching the skills of inquiry and experimentation are emphasized.

Health Education

An awareness of body needs and factors affecting growth and development and an appreciation of differences in attitudes and behaviour.

Social Skills Development and Work Habits

Social skill development is apparent as students demonstrate attitudes, communication skills, and decision-making skills which reflect respect for self and others. These skills are developed in a positive atmosphere as students are provided with opportunities to work independently and as group members.

ACHIEVEMENT LETTER DEFINITIONS

A – EXCELLENT	– The student understands new concepts and masters new skills easily and quickly; has excellent retention of the acquired knowledge and skills which can be applied correctly to a variety of situations.
B – GOOD	– The student understands new concepts and acquires new skills which can be applied correctly in most situations. Periodic review and practice is required to retain the knowledge and skills.
C – SATISFACTORY	– The student has acquired a satisfactory knowledge of the concepts and mastery of the skills but needs review and practice for successful retention and application.
D – UNSATISFACTORY	– The student has been exposed to the concepts and skills but demonstrates only a limited degree of understanding and mastery. Regular reteaching and / or remediation is required.

It is not uncommon for a student to be working in a subject or subjects at grade levels different from those described above. If such is the case with this student, the teacher will have noted same on the report side of this record and will, on request, provide the student / parent with the details of the programme of studies selected to meet his / her special needs and abilities.

Record of Student Achievement
Fiché de rendement

Surname/Nom | Given name(s)/Prénom(s) | Grade/Année: SIX

(where applicable) (s'il y a lieu)

Description of studies/Description des études | Description of Achievement/Description du rendement | Grading/Notes | Credits/Crédits

** FAMILY STUDIES ** AN INTRODUCTION TO FOODS, CLOTHING AND CONSUMER DECISIONS IN A FAMILY CONTEXT, WITH AN EMPHASIS ON THE PRACTICAL APPLICATION OF LEARNING IN THESE AREAS. ----

** INDUSTRIAL ARTS ** LIMITED PLANNING AND LAYOUT ARE COUPLED WITH THE CORRECT USE OF BASIC TOOLS AND A VARIETY OF MATERIALS SUCH AS WOOD, METALS AND PLASTICS IN THE PRODUCTION OF SIMPLE PROJECTS. ----

** PHYSICAL EDUCATION ** DEVELOPMENT OF SKILLS, INCLUDING HAND, EYE AND BODY MOVEMENT, COORDINATION RELATED TO GAMES, GYMNASTICS AND DANCE, UNDERSTANDING OF THE PHYSICAL AND SOCIAL ASPECTS OF SPORT AND COMPETITION, STRESS ON FUN WHILE LEARNING. HEALTH EDUCATION - HUMAN GROWTH AND DEVELOPMENT WITH A STRESS ON PHYSICAL, EMOTIONAL AND SOCIAL CHANGES THAT THE STUDENTS ARE EXPERIENCING AT THEIR LEVEL. ----

** MUSIC ** THE CHILDREN SING SONGS IN UNISON AND TWO-PART HARMONY. SOME SONGS ARE SELF-TAUGHT THROUGH READING MUSIC NOTATION. TO ACCOMPLISH THIS SOME THEORY IS TAUGHT - E.G. TIME SIGNATURES, KEY SIGNATURES, NOTE VALUES, SYLLABLES AND SCALES. CHILDREN LISTEN TO RECORDS TO IDENTIFY SUCH ELEMENTS AS MOOD, INSTRUMENTATION, TEMPO AND FORM. ----

** VISUAL ARTS ** TO PROVIDE THE STUDENT WITH THE OPPORTUNITY TO ACQUIRE AN AWARENESS AND SENSITIVITY TO THE NATURAL AND MAN-MADE OBJECTS IN HIS ENVIRONMENT, HIS RELEVANT EXPERIENCES AND TO UTILIZE THIS KNOWLEDGE IN HIS/HER PERSONAL ARTISTIC EXPRESSION. ----

** SOCIAL STUDIES ** A BASIC UNDERSTANDING OF ENVIRONMENTS, THEIR INHABITANTS, AND THEIR EXPLORATION DEVELOPED THROUGH THE FOLLOWING THEMES - MEXICO, PERU, WEST INDIES, INDIANS, EXPLORATION, HAMILTON AND OTHERS. ----

** SCIENCE ** ACTIVE INVESTIGATIONS INTO THE TOPICS SUCH AS HUMAN VARIATION, CARBON DIOXIDE AND MINICLIMATES, TEACHING THE RESEARCH SKILLS OF INQUIRY AND EXPERIMENTATION ARE EMPHASIZED. ----

** MATHEMATICS ** PLACE VALUE TO 999 999; ROUNDING-OFF NUMBERS; ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION OF WHOLE NUMBERS AND DECIMALS; AVERAGE; FRACTIONS - ADD AND SUBTRACT; MULTIPLICATION OF WHOLE NUMBERS AND FRACTIONS; GRAPHS; GEOMETRY AND MEASUREMENT, APPLICATIONS AND THE FURTHER DEVELOPMENT OF PROBLEM SOLVING SKILLS. ----

** WRITTEN LANGUAGE AND SPELLING ** PATTERNS OF SPELLING AND RULES OF PUNCTUATION, WRITING LOGICALLY DEVELOPED PARAGRAPHS AND OUTLINES, PERSONAL AND IMAGINATIVE FORMS OF WRITING, STUDYING PARTS OF SPEECH THROUGH USAGE AND VOCABULARY BUILDING ACTIVITIES. ----

** READING SKILLS INCLUDING LITERATURE ** MASTERY AND PROPER USAGE OF THE ESSENTIAL WORD RECOGNITION STRATEGIES, DEVELOPMENT OF PERSONAL READING INTERESTS AND TASTES, READING DIVERSIFIED MATERIALS (MAGAZINES, NEWSPAPERS, POEMS, BIOGRAPHIES, NOVELS, PLAYS, MYTHS, LEGENDS, ETC.). ----

** ORAL COMMUNICATION INCLUDING LISTENING ** IMPROVEMENT OF PERSONAL SPEECH HABITS, DEVELOPING SKILLS IN QUESTIONING, EXPLAINING, DESCRIBING, REASONING AND EVALUATING THROUGH - DISCUSSION, ORAL READING, AND REPORTING. LISTENING TO FOLLOW DIRECTIONS, FOR ENJOYMENT, AND FOR CRITICAL REACTION. ----

** FRENCH ** EMPHASIS IS PLACED ON THE DEVELOPMENT OF ORAL SKILLS. PROGRAMME MATERIALS ARE BASED ON THE CONTROLLED INTRODUCTION OF LANGUAGE PATTERNS AND VOCABULARY. ----

FURTHER INFORMATION ABOUT ANY COURSE MAY BE OBTAINED FROM THE SCHOOL.

A - EXCELLENT 80 - 100%
B - GOOD 70 - 79%
C - FAIR 60 - 69%
D - UNSATISFACTORY BELOW 60%

PLACEMENT FOR SEPTEMBER 1986 _____

DAYS ABSENT TO JUNE 27, 1986 ____

School Name and Address/Nom et adresse de l'école

Signature of School Official
Signature du préposé scolaire autorisé

Date Sent
Date de l'envoi

To students and parents:

This copy of the achievement form should be retained for future reference. The original has been placed in the record folder in respect of the pupil and will be retained for only three years after the pupil retires from school. Every effort has been made to ensure that all entries made are a clear indication of the achievement of the pupil. If you wish to review the information contained in the record folder, please contact the principal.

Aux élèves et à leurs parents:

Prière de conserver cette copie de la fiche de rendement. On ne gardera l'original, placé dans le dossier de l'élève, que trois ans après le départ de ce dernier. On a pris toutes les précautions possibles pour veiller à ce que tout ce qui est inscrit au dossier de l'élève reflète fidèlement son rendement. Si vous désirez examiner les renseignements contenus dans le dossier, veuillez vous mettre en rapport avec le directeur de l'école.

Comments by students and / or parents:

Commentaires de l'élève et / ou de ses parents:

Record of Student Achievement
Fiche de rendement

Surname/Nom | Given name(s)/Prénom(s) | SEVEN Grade/Année

(where applicable) (s'il y a lieu)

Description of studies/Description des études | Description of Achievement/Description du rendement | Grading/Notes | Credits/Crédits

** FAMILY STUDIES ** EDUCATION FOR FAMILY LIVING - FOOD FOR ENJOYMENT AND WELL-BEING, DECISIONS AS CONSUMERS, USE AND CARE OF CLASSROOM EQUIPMENT, LIVING WITH FAMILY MEMBERS, CRAFTS AND SEWING TECHNIQUES IN THE AREA OF CLOTHING. ____

** INDUSTRIAL ARTS ** OFFERS TECHNOLOGICAL EXPERIENCE WHICH REQUIRE THE INTERACTION OF PLANNING AND DESIGN, PROCESSES (USING HAND AND POWER TOOLS), MATERIALS (SUCH AS WOODS, METALS AND PLASTICS), AND ELECTRICITY. SAFE PRACTICES ARE STRESSED. ____

** PHYSICAL AND HEALTH EDUCATION ** THE DEVELOPMENT OF FITNESS AND SKILLS RELATED TO GAMES, GYMNASTICS, TRACK AND FIELD AND DANCE. AN UNDERSTANDING OF THE SOCIAL ASPECTS OF SPORT AND COMPETITION, AND THE PHYSICAL, EMOTIONAL AND SOCIAL CHANGES BEING EXPERIENCED BY THE PUPIL. ____

** MUSIC - VOCAL ** UNISON AND PART SINGING. THEORY - KEY SIGNATURES, TIME SIGNATURES, RHYTHMS, NOTE AND REST VALUES, SIGHT READING, TONE BLENDS. APPRECIATION - COMPOSERS, TYPES OF MUSIC, TERMS, MUSIC OF OTHER LANDS. RECORDER - BASIC PRINCIPLES. ____

** MUSIC - INSTRUMENTAL ** BAND INSTRUMENT FUNDAMENTALS AND PERFORMANCE. ____

** VISUAL ARTS ** EMPHASIS IS PLACED ON DEVELOPING AN UNDERSTANDING OF HIS ENVIRONMENT, THE HISTORY OF CANADIAN ART AND A KNOWLEDGE OF DESIGN. THE STUDENT USES THESE SKILLS TO IMPROVE HIS/HER OWN PERSONAL EXPRESSION IN TWO AND THREE DIMENSIONAL FORM. ____

** FRENCH ** CONTINUED EMPHASIS IS PLACED ON THE DEVELOPMENT OF ORAL SKILLS. MATERIAL IS BASED ON THE PLANNED INTRODUCTION OF LANGUAGE PATTERNS AND LIMITED VOCABULARY. MORE EMPHASIS IS PLACED ON READING. ____

** GEOGRAPHY ** "THE SOUTHERN CONTINENTS" - STUDENTS DEVELOP GEOGRAPHIC SKILLS, IDENTIFY RELATIONSHIPS BETWEEN PEOPLE AND THE LAND AND DEVELOP SKILLS OF WORKING IN GROUPS AS THEY STUDY REGIONS IN THE SOUTHERN CONTINENTS. ACTIVITIES USE A PROBLEM SOLVING APPROACH. ____

** HISTORY ** A SURVEY OF EVENTS AND THEMES IN CANADIAN HISTORY FROM THE YEAR 1600 TO APPROXIMATELY 1800. ____

** SCIENCE ** ENQUIRIES INTO PHYSICAL AND BIOLOGICAL PHENOMENA COMPRISED OF THE FOLLOWING UNITS - CHARACTERISTICS OF LIFE, CLASSIFICATION, INTERDEPENDENCE OF LIFE, ADAPTATION AND BEHAVIOUR, LIGHT, AND SOLUTIONS, SCIENTIFIC PROCESSES, MANIPULATIVE SKILLS AND SCIENTIFIC ATTITUDES ARE EMPHASIZED. ____

** MATHEMATICS ** THE CONSOLIDATION OF COMPUTATIONAL SKILLS WITH WHOLE NUMBERS, FRACTIONS AND DECIMALS. THE DEVELOPMENT OF RATIO AND PERCENT, MEASUREMENT, GEOMETRY AND THEIR APPLICATIONS. THE CONTINUING DEVELOPMENT OF PROBLEM SOLVING SKILLS. ____

** WRITTEN LANGUAGE AND SPELLING ** VOCABULARY EXPANSION - SPELLING, PUNCTUATION AND RESEARCH SKILLS, OPPORTUNITIES TO WRITE CREATIVELY, PRINCIPLES OF LANGUAGE STRUCTURE AND USAGE DEVELOPED FROM PERSONAL WRITING AND LITERARY MODELS, REVIEW, REVISION, AND ASSESSMENT IN IMPROVING WRITTEN WORK.
READING SKILLS INCLUDING LITERATURE - DEVELOPMENT OF PERSONAL READING, AND READING LITERATURE NOTING THE AUTHOR'S PURPOSE.
ORAL COMMUNICATION INCLUDING LISTENING - ORAL DISCUSSION, DEBATE, IMPROVISATION, PANEL DISCUSSION, ROLE PLAYING, DRAMA, CHORAL SPEAKING AND READING, CONTINUING TO DEVELOP A LISTENING AND SPEAKING VOCABULARY, NOTING HOW SOMETHING IS SAID AS WELL AS WHAT IS SAID, LISTENING FOR INFORMATION, TO FOLLOW DIRECTIONS, TO EVALUATE, INCLUDING DETERMINING FACT FROM FICTION, FOR ENJOYMENT. ____

FURTHER INFORMATION ABOUT ANY COURSE MAY BE OBTAINED FROM THE SCHOOL.

A - EXCELLENT 80 - 100%
B - GOOD 70 - 79%
C - FAIR 60 - 69%
D - UNSATISFACTORY BELOW 60%

PLACEMENT FOR SEPTEMBER 1986 _____

DAYS ABSENT TO JUNE 27, 1986 ____

School Name and Address/Nom et adresse de l'école

Signature of School Official
Signature du préposé scolaire autorisé
C.J. FORBECK

Date Sent
Date de l'envoi

To students and parents:

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Comments by students and / or parents:

Commentaires de l'élève et / ou de ses parents:

Record of Student Achievement
Fiche de rendement

Surname/Nom | Given name(s)/Prénom(s) | EIGHT Grade/Année

(where applicable) (s'il y a lieu)

Description of studies/Description des études | Description of Achievement/Description du rendement | Grading/Notes | Credits/Crédits

** FAMILY STUDIES ** BUILDING ON PREVIOUS SKILLS AND LEARNING, EXPANDING THEM IN THE AREAS OF FOOD, NUTRITION AND CLOTHING, FAMILY LIVING INVOLVING ROLES, RESPONSIBILITIES, INTERPERSONAL RELATIONSHIPS AND DECISION-MAKING AS CONSUMERS WITHIN THE FAMILY SETTING. ____

** INDUSTRIAL ARTS ** MULTI-ACTIVITY EXPERIENCES INCLUDING PLANNING AND DESIGN, PROCESSES (TOOL USE, POWER SYSTEMS AND HOME MECHANICS) AND MATERIALS WITH EMPHASIS ON INDIVIDUALIZED PROJECTS AND SAFE PRACTICES. ____

** PHYSICAL AND HEALTH EDUCATION ** THE DEVELOPMENT OF FITNESS AND SKILLS RELATED TO GAMES, GYMNASTICS, TRACK AND FIELD, AND DANCE. AN UNDERSTANDING OF THE SOCIAL ASPECTS OF SPORT AND COMPETITION, AND THE PHYSICAL, EMOTIONAL AND SOCIAL CHANGES BEING EXPERIENCED BY THE STUDENT ____

** MUSIC - VOCAL ** UNISON AND PART SONGS. THEORY - KEY SIGNATURES, TIME SIGNATURES, RHYTHMS, NOTE AND REST VALUES, SIGHT READING, TONE BLENDS. APPRECIATION - COMPOSERS, TYPES OF MUSIC, TERMS, MUSIC OF OTHER LANDS. RECORDER - BASIC PRINCIPLES. ____

** MUSIC - INSTRUMENTAL ** BAND INSTRUMENT TECHNIQUES AND PERFORMANCE. ____

** VISUAL ARTS ** DEVELOPING AN AWARENESS AND APPRECIATION OF HIS/HER ENVIRONMENT. THE HISTORY OF CANADIAN ART AND A KNOWLEDGE OF DESIGN ARE EMPHASIZED. SKILLS ARE USED TO IMPROVE FURTHER PERSONAL EXPRESSION IN TWO AND THREE DIMENSIONAL FORMS. EMPHASIS ON FURTHER DEVELOPMENT OF ART AS A LIFE SKILL. ____

** FRENCH ** CONTINUED EMPHASIS IS PLACED ON THE ORAL SKILLS, BUT MORE EXTENSIVE WORK IS DONE IN READING, WRITING AND GRAMMATICAL ANALYSIS. ____

** GEOGRAPHY ** "NORTH AMERICA" STUDENTS CONTINUE TO DEVELOP SKILLS BY IDENTIFYING PATTERNS AND RELATIONSHIPS AMONG REGIONS OF NORTH AMERICA. THEY CARRY OUT ACTIVITIES AND SOLVE PROBLEMS ALONE AND IN GROUPS. CONTENT EMPHASIS IS ON THE UNITED STATES. ____

** HISTORY ** A SURVEY AND TOPICAL STUDY OF MAJOR EVENTS OF CANADIAN HISTORY OF THE NINETEENTH CENTURY. ____

** SCIENCE ** ENQUIRIES INTO PHYSICAL AND BIOLOGICAL PHENOMENA COMPRISED OF THE FOLLOWING UNITS - CHARACTERISTICS OF LIFE, CLASSIFICATION, INTERDEPENDENCE OF LIFE, ADAPTATION AND BEHAVIOUR, LIGHT, AND SOLUTIONS, SCIENTIFIC PROCESSES, MANIPULATIVE SKILLS, AND SCIENTIFIC ATTITUDES ARE EMPHASIZED. ____

** MATHEMATICS ** THE CONSOLIDATION OF COMPUTATIONAL SKILLS WITH WHOLE NUMBERS, FRACTIONS AND DECIMALS. FURTHER DEVELOPMENT OF RATIO, PERCENT, INTEGERS, EXPONENTS, EQUATIONS, MEASUREMENT, GEOMETRY AND THEIR APPLICATIONS. THE CONTINUING DEVELOPMENT OF PROBLEM SOLVING SKILLS. ____

** WRITTEN LANGUAGE AND SPELLING ** VOCABULARY EXPANSION - SPELLING, PUNCTUATION AND RESEARCH SKILLS, OPPORTUNITIES TO WRITE CREATIVELY, PRINCIPLES OF LANGUAGE STRUCTURE AND USAGE DEVELOPED FROM PERSONAL WRITING AND LITERARY MODELS, REVIEW, REVISION, AND ASSESSMENT IN IMPROVING WRITTEN WORK.
READING SKILLS INCLUDING LITERATURE - DEVELOPMENT OF PERSONAL READING, READING LITERATURE NOTING THE AUTHOR'S PURPOSE.
ORAL COMMUNICATION INCLUDING LISTENING - ORAL DISCUSSION, DEBATE, IMPROVISATION, PANEL DISCUSSION, ROLE PLAYING, DRAMA, CHORAL SPEAKING, AND READING, CONTINUING TO DEVELOP A LISTENING AND SPEAKING VOCABULARY, NOTING HOW SOMETHING IS SAID AS WELL AS WHAT IS SAID, LISTENING FOR INFORMATION, TO FOLLOW DIRECTIONS, TO EVALUATE, INCLUDING DETERMINING FACT FROM FICTION, FOR ENJOYMENT. ____

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B - GOOD 70 - 79% | D - UNSATISFACTORY BELOW 60%

PLACEMENT FOR SEPTEMBER 1986 _____ DAYS ABSENT TO JUNE 27, 1986 ____

School Name and Address/Nom et adresse de l'école | Signature of School Official / Signature du préposé scolaire autorisé | Date Sent / Date de l'envoi

To students and parents:

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Comments by students and / or parents:

Commentaires de l'élève et / ou de ses parents:

STUDENT REPORT

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

DATE ISSUED

STUDENT	STUDENT NUMBER	GRADE	SCHOOL

ADDRESS	TELEPHONE	PRINCIPAL	SCHOOL TELEPHONE

	MID TERM MARK	FINAL MARK	ABSENCES	CREDIT

OSSD CREDIT SUMMARY

	REQUIRED	EARNED	NEEDS
FOR DIPLOMA	30		
COMPULSORY	16		
OPTIONAL	14		
SUBJECTS			
ENGLISH	3		
ENGLISH SENIOR	2		
FRENCH	1		
MATHEMATICS	2		
SCIENCE	2		
CDN GEOGRAPHY	1		
CDN HISTORY	1		
SR SOC SCIENCE	1		
ARTS	1		
PHYSICAL ED	1		
BUSINESS OR TECHNICAL	1		
DATE EARNED			

SSGD CREDIT SUMMARY

	REQUIRED	EARNED	NEEDS
FOR DIPLOMA	27		
AREA OF STUDY			
COMMUNICATION	4		
SOCIAL SCIENCES	3		
PURE & APPL SC	3		
ARTS	3		
COMPULSORY SUBJECTS			
ENGLISH	2		
ENGLISH SENIOR	2		
CDN GEOGRAPHY	1		
CDN HISTORY	1		
MATHEMATICS	2		
SCIENCE	1		
DATE EARNED			

SSHGD CREDIT SUMMARY

	REQUIRED	EARNED	NEEDS
FOR DIPLOMA	6		
DATE EARNED			

COMMENTS

HBE 3514 (85-09)

THE STUDENT REPORT

The STUDENT REPORT is designed to record information regarding individual subjects studied by the students.
The REPORT also reflects the student's progress towards a diploma.
The REPORT is issued at the end of each semester in a semestered school and at the end of the year in a non-semestered school.

CREDIT SUMMARY

This area of the report will indicate progress towards a diploma. It should help students in planning a continuous program towards a diploma.

GUIDANCE SERVICES

The Guidance Counsellors at the school will be glad to discuss this report with you at anytime. The Counsellors will assist in career planning, course selection, and assist with problems which may arise during the student's career at secondary school.

TO STUDENT AND PARENTS

This copy of the report card should be retained for future reference. The original or a "true copy" has been placed in the record folder and will be retained for five years after a pupil retires from school. Every effort has been made to ensure that all entries made are a clear indication of the achievement of the pupil. If you wish to review the information contained in the record folder, please contact the principal.

A pupil, and the parent or guardian (if the pupil has not attained the age of eighteen years), is entitled to have access to the record of the pupil.

REQUIREMENTS FOR:

A SECONDARY SCHOOL GRADUATION DIPLOMA SSGD

(for students who entered secondary school **before** September 1, 1984.)
To obtain an SSGD a student must successfully complete a minimum of 27 credits.
The student must earn credits in each of four AREAS OF STUDY, as follows:

COMMUNICATIONS	4
SOCIAL SCIENCES	3
PURE & APPLIED SCIENCES	3
ARTS	3

As well the following 11 credits must be included.

ENGLISH	2
ENGLISH SENIOR	2
CANADIAN GEOGRAPHY	1
CANADIAN HISTORY	1
MATHEMATICS (9 & 10)	2
SCIENCE	1

A SECONDARY SCHOOL HONOUR GRADUATION DIPLOMA SSHGD

An SSHGD is issued to students who earn 6 credits at the grade 13 or OAC level.

AN ONTARIO SECONDARY SCHOOL DIPLOMA OSSD

(for students who enter secondary school on or after September 1, 1984.)
To obtain an OSSD a student must successfully complete a minimum of 30 credits.

The following 16 credits must be included in the 30:

ENGLISH	3
ENGLISH SENIOR	2
FRENCH	1
MATHEMATICS	2
SCIENCE	2
CANADIAN GEOGRAPHY	1
CANADIAN HISTORY	1
SENIOR SOCIAL SCIENCE	1
ARTS	1
PHYSICAL EDUCATION	1
BUSINESS OR TECHNICAL	1

100 Main Street West
Hamilton, Ontario L8N 3L1
1986 07 02

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Response to Proposed Amendments to Special Education Legislation

Senior Management has reviewed the attached report which is a consensus of discussions held at various committee levels and, as a result, has the following concerns:

1. Time limit of 20 school days related to IP&RC determination and placement.

2. Recommendation that placement not be changed without the written consent of parents.

3. Change in staff ratio from 25 to 20 in the gifted program.

4. Recommendation that program be subject to review and appealable.

The other recommendations appear to be positive in nature and should be conducive to practical and effective implementation of the Education Act and Regulations relative to special education.

Prepared and submitted by: A. J. Krever
Director of Education

Approved by: Senior Management

rm

100 Main Street West,
Hamilton, Ontario.
1986 07 02

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Response to Proposed Amendments
to Special Education Legislation

Preamble

The following reaction to the proposed amendments of the Education Act, Ontario Regulation 554/81 and Regulation 262, Section 35 is a result of presentations to and consensus of the following committees/groups relative to the Board of Education for the City of Hamilton:

- Special Education Advisory Committee
- Trainable Retarded Advisory Committee

In order to facilitate the reading of the response/reaction, comments will be addressed as units and comments may include a summary reaction from all three documents.

The following are the consensus recommendations which resulted from discussions with groups consulted:

Appeal Legislation

- the establishment of only two Provincial Special Education Tribunals (English and French) with a date established by the Secretary by which new material can be submitted for the hearing
- the prescribing of minimum procedural rules to lessen the possible adversarial nature of Appeals
- clarification relative to the Statutory Powers Act
- the change of name from an Appeal Board to an Appeal Committee
- that a practising educator not act as chairperson on an Appeal Committee and thus support the proposed changes in the Appeal Committee composition
- the Procedural Rules be utilized at both Identification, Placement and Review Committee meetings and Appeal hearings and that the current legislation, that a notice of Appeal acts as a "stay of proceedings", be retained

- that the amendments which clarify the parent/Association procedures be adopted
- the proposed clarification amendments relative to the duties of the Appeal Committee following its decision, be adopted

Identification, Placement and Review Committee

- the proposed amendments relative to the composition of an Identification, Placement and Review Committee be adopted
- the time limit from referral to written determination be increased to 40 days
- the time limit from Identification, Placement and Review Committee determination to effective date be increased to 20 days
- Identification, Placement and Review Committees have the authority to refer to another (Identification, Placement and Review Committee) Board committee
- an Identification, Placement and Review Committee defer a determination when a parent refuses to give permission to an Identification, Placement and Review Committee for a psychological or health assessment
- an exceptional pupil's placement not be made or changed without written consent of a parent of the pupil including "exceptional pupils" in regular classes
- principals making a referral to an Identification, Placement and Review Committee not being eligible to chair the committee
- Boards make available appropriate brochures relative to Special Education procedures as proposed

Reviews

- the amendment which allows a Board to review the identification and placement be adopted
- the recommended change, whereby, if a parent and the Board agree, a review of the identification or placement may be conducted at any time
- the amendment that requires Boards to involve parents at Reviews unless the parent waives or refuses to discuss the matter with the committee be adopted
- that Review determinations become effective on the first school day of September next following

  Note: It should be noted that the members of the Special Education Advisory Committee recommend that, in addition to the "identification" and "placement" being subject to review and appealable, the Special Education Advisory Committee also want "program" to be subject to review and appealable

Duties of the Minister

- that the Minister continue to define exceptionalities of pupils and prescribe classes, groups or categories in order to provide appropriate programming to meet identified needs and abilities
- that the maximum enrolment in specific categories of special education classes be retained. The proposed categories of severe or multiple and not severe could well lead to "category chaos"
- that some flexibility relative to class size be examined to meet the needs of identified students
- that a class for exceptional students (16) of different exceptionalities be revoked
- that in a class for exceptional students (elementary and secondary) who are identified as gifted not exceed 20
- that Section 35 (class size) be transferred as an amendment to Ontario Regulation 554/81
- that educable retarded be revoked and replaced by a more acceptable term i.e. slow learner

Trainable Retarded

- that the current definition as outlined in the Act be revoked and replaced with a more acceptable term as "educationally handicapped/impaired", etc.
- that the legislation that allows Separate Schools to provide programs and services for the trainable retarded be deleted from the Act

Other

- that a pupil must be enrolled and attending (receiving instruction) before a parent can initiate a referral to an Identification, Placement and Review Committee
- that the Ministry of Education ensure appropriate programming by developing a framework/guidelines for education in the Province which will promote provincial uniformity
- that the student who is admitted to a community facility/institution in the Board's jurisdiction be required to be considered by an Identification, Placement and Review Committee in order to promote common practice
- that the revised Section 34 (Hard to Serve) be adopted but remain in the Act and not transferred to the Regulations
- that the definition of a "hard to serve" pupil as defined in the Interpretation Act be carefully re-examined

Additional Comments

Attached to this covering summary response to the proposed revisions to the legislation is a detailed clause by clause analysis which will also be forwarded to the Ministry of Education and should be read in concert with our general reaction.

Furthermore, staff and administration of the Hamilton Board appreciate the opportunity to have input into this important legislation prior to revision and amendments. This process should promote legislation which is uniform, practical and able to be effectively implemented to the benefit of students within our province.

Recommendation

It is recommended that:

The reaction to the proposed amendments to the Special Education legislation be endorsed by the Hamilton Board of Education and forwarded to the Minister of Education.

Prepared and submitted by:

Peter S. Beveridge
Associate Superintendent of
Curriculum and Special Services

Approved by:

A. J. Krever
Director of Education

100 Main Street West,
Hamilton, Ontario,
1986 06 23.

TO THE CHAIRMAN AND MEMBERS OF THE
EDUCATION MANAGEMENT COMMITTEE,
Hamilton Board of Education.

Ladies and Gentlemen:

RE: Discipline Review Committee

Since the last report made to the February Education Management Committee Meeting, the following tasks have been carried out by the committee:

- The Board Discipline Policy has been finalized (see appended brochure). All principals and staff have received a copy of the Policy and copies will be distributed as well to parents and students in September, 1986.

- Direction has been given to school principals through a memo from the Superintendent of Operations to review and update, if need be, existing school Discipline Codes. This process is to involve a committee of staff/parents/trustees and students, if appropriate.

- The Suspension Committee presented its report with the recommendation that the existing Board Policy be maintained with respect to student suspensions with the following minor modifications:

  -- Pursuant to Section 22 of the Education Act, 1985, the Board hereby fixes the period of suspension of a pupil as a period not to exceed twenty (20) school days. The Area Superintendent shall be informed when any suspension exceeds five (5) days.

  -- The principal may suspend a pupil for a fixed period, such fixed period not to exceed the maxium set by the Board of twenty (20) school days. The principal shall be at liberty to revoke the said suspension before the termination of the fixed period if the principal, in his/her discretion, deems same to be advisable.

  -- A principal may, after consultation with the parent(s) or guardian(s) of a pupil, require such pupil who has been disruptive or troublesome to return to his/her home for a day as a therapeutic withdrawal, but such action shall not be considered as a suspension, provided that the length of the withdrawal does not extend beyond the school day next following the actual day of the withdrawal.

  -- Appeals: If an appeal is directed to the Board (Secretary of the Board) by letter or phone call within seven (7) days of the suspension, the suspension is deferred pending the result of the appeal. The student is directed to return to the school as soon as possible unless the principal believes the presence of the student in the school or classroom would be detrimental to the physical or mental well-being of others.

- A Report on Discipline in the Schools was put together by the Research Department based on the results of a questionnaire sent to a sample of teachers, and to every principal and vice-principal. The Discipline Review Committee used the results of this questionnaire to measure the changes in concerns of staff as well as to determine the status of discipline in the schools at the present time.

  The results of the study were forwarded to the Discipline Review Committee where members were asked to take the results back to their constituent groups for study and reaction. Academic Council and the Federations were informed. Copies of the results were also sent to the schools in the system for information purposes.

- The Committee to examine Behaviour Disordered Students chaired by Dr. Colin Pryor has met regularly. The committee has decided upon an instrument to assess children with respect to their behavioural performance in classrooms (JK-8).

  -- Currently the instrument has been sent to all classes from grades 1 to 6.

  -- Fourteen hundred questionnaires will be analysed by Dr. Pryor this summer, which represents two(2) identified children per classroom.

  -- A report will be submitted to the Board for November of this year.

  -- An analysis will be offered for grades 1 to 6.

  In addition, the committee plans to review pupils in the Middle School in 1986-87 with the same questionnaire. The study will result in specific in-service for teachers and will involve teacher participation.

- The Administrative and Psychological Services will continue to look at additional resources and ways to assist teachers and administrators to deal effectively with student problems in the school.

Upon approval of this report, an Operating Procedure will be developed through the office of the Superintendent of Operations and sent to the system for their information and action commencing September 1, 1986.

Recommendation: That the Board policy be amended to reflect the changes in this report.

Respectfully submitted,

mb

Helen Detwiler, Chairman
of the Discipline Review Committee.

ENCOURAGED BEHAVIOUR

The Board of Education supports its teaching staff in their efforts to encourage the following student behaviour:

- Regular attendance.
- Conduct appropriate to the school setting.
- Respect for the authority of school personnel.
- Protection of the property of the school and other students.
- Polite and respectful interaction with staff and other students.
- Observance of good health habits.
- Observance of community laws and school regulations regarding such items as: the use of vehicles on school property; the use of tobacco and alcohol; the use and possession of drugs or other illegal materials.

CORRECTIVE ACTION

It is expected that all students will comply with these expectations. WHEN A STUDENT DOES NOT COMPLY, PRINCIPALS, TEACHERS, OFFICIALS AND TRUSTEES MUST TAKE APPROPRIATE ACTION. The intensity of the corrective action will depend upon the severity and chronic nature of the problem. Part or all of the following procedures may be used:

- An interview by teacher and/or principal with the student.
- Parental involvement is the second step. Parents are informed of problem behaviour and may be asked to attend a conference at the school to decide on a course of appropriate corrective action.
- Principals may, after consultation with parents, require a disruptive student to return home for a day as a therapeutic withdrawal.
- Suspension is a further step taken by the principal. The suspension of a student will be for a fixed period not to exceed 20 school days. When a student is suspended, parents will be notified in writing of the right to an appeal.
- Expulsion of a student will be a final step taken by the Board of Education when it is judged that school is no longer productive for the student and when the conduct of a student is so disruptive that his/her presence is injurious to other students.

In most cases the student's behaviour must be dealt with directly; in some cases changing the environment may be the appropriate response.

These procedures will not prohibit the principal from taking immediate and appropriate action deemed necessary for the welfare of others in the school.

OTHER LEGISLATION

The Hamilton Board of Education also has responsibilities under three pieces of legislation not covered in the Education Act. These are

The Child and Family Services Act
The Young Offenders Act
The Trespass to Property Act

Under the Child and Family Services Act the Board is required to cooperate with Children's Aid Societies and other agencies in their goals to protect the welfare of the children under their care. This is especially true when child abuse is suspected. It is the duty of any school personnel such as a teacher, principal, secretary, etc., who suspects that a child is being abused to report the suspicion as outlined by Board procedures. Failure to do this can result in fines of up to $1,000. **Once the report has been made, it is up to a Children's Aid Society to determine whether there has indeed been abuse.**

With respect to the Young Offenders Act, school officials must cooperate with police officers as they carry out their tasks. At the same time they must endeavour to protect the rights of their students. Generally, this means that principals will make every effort to inform parents whenever police wish to interview their child.

The Trespass to Property Act ensures the Board's right to protect its property and its students and their possessions while they are on the property. Thus, anyone whose presence on School Board property is unauthorized, is liable to fines of up to $1,000. **In cases of vandalism, the Board may seek both the prosecution of offenders and restitution of damage.**

Guidelines and Operating Procedures have been developed for school use with respect to the above Acts.

THE BOARD OF EDUCATION ALSO BELIEVES THAT FREQUENT COMMUNICATION BETWEEN HOME AND SCHOOL IS ESSENTIAL TO STUDENT SUCCESS.

IT IS HOPED THAT PARENTS WILL SUPPORT THEIR ELECTED REPRESENTATIVES, OFFICIALS AND TEACHERS BY ENCOURAGING STUDENTS TO FULFILL THEIR RESPONSIBILITIES TOWARDS THEIR SCHOOL, OTHER STUDENTS AND THEMSELVES.

The Board of Education for the City of Hamilton

DISCIPLINE POLICY

Statements and Policies concerning expectations, responsibilities and learning in the schools and programs of The Board of Education for the City of Hamilton.

approved 1986

POLICY STATEMENT

The Board of Education for the City of Hamilton wishes to create positive student attitudes towards punctuality, regular attendance, completion of classroom assignments, and interest in learning through classroom participat

In order to promote better understanding by all members of the school community and to explain school laws, THE BOARD HAS ADOPTED THE FOLLOWING STATEMENT OF EDUCATIONAL DUTIES AND RESPONSIBILITIES:

Public school education must provide equal learning opportunity for all students. In addition to regular curriculum, good citizenship must be taught and demonstrated. This includes an appreciation of the rights of others. Students are expected to understand that rules and regulations are adopted for the benefit of all.

Basic to this policy is the premise that every student has the right to a chosen education without disruption and a corresponding responsibility not to deny this right to any other student. Voluntary cooperation and an evident desire to participate in the learning process are essential in our schools.

The discipline policy focuses on encouraging appropriate behaviour. Fair, firm and consistent application of the policy is expected and students should be made aware of the consequences of misbehaviour. Individual cases will be carefully assessed so that the school's response is appropriate. Misbehaviour in school may be related to such factors as physical discomfort, learning problems, inappropriate curriculum or classroom management, and societal stresses on the student. As well, regular attendance is viewed as a foundation for success and a deterrent to disciplinary difficulties.

Discipline is learned. It should be taught in the home, the school and community. It is a developmental process that ultimately results in self-discipline and mature responses in society.

The School Board also recognizes its responsibility to educate students who do not respond well to traditional school programs. When a student continues to exert a disruptive influence after normal disciplinary measures have been taken, the Board's special services personnel will be called in to assist the principal in planning alternatives. It must be understood that it is the responsibility of the School Board to safeguard the health and safety of both its students and staff.

The Board does recognize the unique nature of its school communities and intends that each school will have individual procedures to implement and supplement these policies.

THE EDUCATION ACT AND REGULATION 262

Hamilton Board of Education discipline policies are consistent with the appropriate sections of the Ontario Education Act and Ministry Regulations.

Duties of PRINCIPALS

"It is the duty of a principal of a school, in addition to his/her duties as a teacher,

(a) to maintain proper order and discipline in the school;

(m) subject to an appeal to the board, to refuse to admit to the school or classroom a person whose presence in the school or classroom would in his/her judgment be detrimental to the physical or mental well-being of the pupils." [Education Act, section 236]

"The principal of a school, subject to the authority of the appropriate supervisory officer, is in charge of,

(a) the instruction and discipline of pupils in the school; and

(b) the organization and management of the school." [Regulation 262, section 12 (1)]

"In addition to the duties under the Act and those assigned by the board, the principal of a school shall,

(g) provide for instruction of pupils in the care of the school premises;

(j) report promptly any serious neglect of duty or infraction of the school rules by a pupil to the parent or guardian of the pupil." [Regulation 262, section 12 (3)]

Duties of TEACHERS

"It is the duty of a teacher and a temporary teacher,

(e) to maintain, under the direction of the principal, proper order and discipline in his/her classroom and while on duty in the school and on the school ground." [Education Act, section 235 (1)]

"In addition to the duties assigned to the teacher under the Act and by the board, a teacher shall,

(a) be responsible for effective instruction, training and evaluation of the progress of pupils in the subjects assigned to the teacher and for the management of the class or classes...

(h) cooperate with the principal and other teachers to establish and maintain consistent disciplinary practices in the school." [Regulation 262, section 21]

Requirements for PUPILS

"A pupil shall,

(b) exercise self-discipline;

(c) accept such discipline as would be exercised by a kind, firm a judicious parent;

(e) be courteous to fellow pupils and obedient and courteous to teachers;

(f) be clean in person and habits;

(h) show respect for school property." [Regulation 262, section 23 (1)]

"Every pupil is responsible for his/her conduct to the principal of the school that the pupil attends,

(a) on the school premises;

(b) on out-of-school activities that are part of the school program; and

(c) while traveling on a school bus that is owned by a board or on a bus or school bus that is under contract to a board." [Regulation 262, section 23 (4)]

SCHOOL ATTENDANCE

"Unless excused under this section,

(a) Every child who attains the age of six years on or before the first school day in September in any year shall attend an elementary or secondary school on every school day from the first school day in September in that year until he/she attains the age of sixteen years." [Education Act, section 20 (1)]

"The parent or guardian of a child who is required to attend school under t section shall cause the child to attend school as required by this sectio [Education Act, section 20 (5)]

"A pupil shall,

(d) attend classes punctually and regularly." [Regulation 262, section 23 (1)]

"When a pupil returns to school after an absence, a parent of the pupil, or the pupil where the pupil is an adult, shall give the reason for the absence orally or in writing as the principal requires." [Regulation 262, section 23 (2)]

"Regular attendance on the part of students is vital to the process of learning...When the process and content of learning are disrupted by irregular attendance, both the individual student and his/her classmates suffer a loss of experiences that cannot be entirely regained. Students who habitually miss class will suffer in the evaluation process because their participation and achievement cannot be fully assessed." [Ontario Schools: Intermediate and Senior Divisions, section 7.3]

Education Centre,
100 Main Street West,
Hamilton, Ontario.

1986 06 24

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

RE: PRE-EMPLOYMENT PROGRAM

Board motion of 1986 03 13

That the following recommendation regarding the Pre-Employment Proposal be approved:

(a) That approval be given for a pilot Pre-Employment Program to be offered by the staff of Sir John A. Macdonald Secondary School for two, two-week blocks of time commencing Monday, April 7 and Monday, April 28 respectively after which the program would be evaluated before any future action is considered.

Goals of the Program

(a) to offer basic life and job related experience, skills and knowledge to assist young people in finding employment.

(b) to alter, through an individualized and personal format, the attitudes of young people so they would be willing to consider continuing with some form of education at a future date.

Enrolment

Fifty-three potential students for this program were identified. The following describes these 53 potential candidates:

Unable to contact - 16
Already employed - 12
Not interested in program - 5
Agreed to enroll in program - 20

The outcome of the twenty students who enrolled in the program is as follows:

Never reported to program - 3
Did not complete program - 4
Continued in program until they obtained a job - 8
Completed program and now have jobs - 5

Program

The program was for ten two hour sessions over a two week period of time. Two such programs took place.

Topics studied included: Who are you?, job search techniques, application forms, resume writing, interview techniques, personal life concerns, career resource centres, how to obtain further training, employment and the law and finally registration with the Youth Employment Services.

As well as the above topics students were given an opportunity to meet with people who were involved in the types of employment in which they had expressed interest and also to meet individually with the PEP advisor to discuss their progress and plans.

The Hamilton Public Library waived all rental fees for the use of meeting rooms during the two sessions and the library proved to be a very convenient and suitable venue for the program.

Results

1. Many students found that the experiences during the classes helped them to feel more comfortable in dealing with employment search.

2. The individual counselling sessions allowed the student and PEP advisor to address specific, individual concerns.

3. The most obvious weakness that the students exhibited was in the area of interview techniques. Their skill level in communicating their abilities to prospective employers was weak. In general, the students had no idea how the application form, resume, interview hierarchy operate in the job market.

4. Students and parents were pleased that the school made contact to investigate how the former student was making out after leaving school. They were impressed that the school still cared about their former students.

5. The students had an opportunity to express their feelings and frustrations with others in a similar situation which seemed to relieve some of the feelings of loneliness and helplessness that had become a part of many of the students.

6. The students had an opportunity to self-evaluate and to realize that they had something to offer -- self-concept improved as a result of this program.

7. The PEP program provided a suitable bridge to the work world for those who have decided to leave school. Some of the students in the pilot program had graduated but did not have adequate job search skills.

Recommendations by School

1. Dropouts throughout the system be contacted by the appropriate guidance counsellors within three weeks of leaving the school. At that time, the counsellor can outline job search alternatives and the possibility of returning to some form of education.

2. Emphasis be placed on resume writing in school programs. Resumes be kept on file by the school, and that whenever a student withdraws, the resume be returned to the student to initiate the job search process.

3. Since there were not sufficient potential candidates from any one school to justify a PEP program, administration examine the possibility of providing the program centrally.

Summary

School personnel expressed their appreciation for the opportunity to develop and institute this program. Staff gained valuable experience in the area of youth unemployment and a better understanding of attitudes of dropout students.

A follow-up survey in late June indicated that both parents and students recognized the value of the program in preparing young people with the proper skills for finding employment. Fifteen out of the twenty former students enrolled in the program are now working full-time.

Administration will be examining the school suggestions and will bring a report to the Board this fall.

Recommendation

That this report be received for information.

Prepared by: Mr. R. A. Kennedy - Area Superintendent
Staff of Sir John A. MacDonald S. S.

Submitted by: Mr. C. McKague - Superintendent of Curriculum and Special Services

Approved by: Mr. A. J. Krever - Director

Paul Hourigan, The Spectator

PEP students Marcia Raposo, left, and Teresa Bodogan look over the jobs ads in the newspaper.

PEP program helps dropouts to get ready for the work force

By CHRISTINE COX
The Spectator

WHEN CHRIS McCarty dropped out of grade 11 in April to look for a job, she had a rude awakening.

Her first job was pressing clothes 10 hours a day for a dry cleaning company. It was hot, heavy work. She lasted 2½ days.

Chris, 17, found it difficult to cope with a boss.

"I never knew what it would be like ... I thought the boss sat down behind a desk in an office, and was the one who gives out pay cheques."

A program recently run by Sir John A. Macdonald Secondary School was designed for students like Chris, who leave school without a diploma, have few skills, and are ill-prepared for employment.

Guidance counsellor Ted Aylan-Parker came up with the idea of the pre-employment program, dubbed PEP. He and Bob Chapman, the teacher who ran it, wanted to help students who need a "bridge" between school and work.

Schools give plenty of help to students filling out applications for college and university, but there should be more assistance for "the poor kid who leaves at 16," Mr. Chapman says.

The two-week sessions included tips on filling out application forms, writing resumes, going to interviews, and obtaining further training. There were also opportunities to "shadow" employees in various occupations.

Lack of ability to communicate their skills in an interview was the students' main weakness, Mr. Chapman found.

Twenty former Macdonald students enrolled, but seven did not show up or did not complete the program. Of the remaining 13, eight found employment.

Denis Olivier, 16, got a job as a stock person in a store the day the program ended. A grade 11 drop-out, he thinks the program helped him land that job.

He learned more about applying for work, as well as "what to say and how to say it" to prospective employers.

Some who took part in the program had completed grade 12, but were finding it tough to get a job.

Marcia Raposo left school last January after completing grade 12 plus a co-op program that gave her five months' experience working in an office part-time.

But except for a month of work with a company that prepares tax returns, Marcia, 18, has been unable to find a clerical job.

She hoped she might have a better chance after taking the pre-employment program.

"I think it really helped me. We got to know ourselves a little better," she says.

Teresa Bodogan thinks PEP helped prepare her "for what's going on out there ... and how to go about an interview."

She left school in January after completing grade 12, and so far, the workplace has turned out to be pretty harsh. Her first job was with a telephone soliciting company, but she said some of the pay cheques bounced, and the owner "took off" owing her about $200.

Another employer replaced her after she missed one day through illness, she says, and a third job didn't last long because she was getting over the death of her father.

Her goal is to be a receptionist, but her search for work is proving frustrating.

"Employers expect you to have experience, but they're not willing to give you the experience you need, the on-the-job training ... they want someone who already knows everything."

Chris McCarty has a full-time babysitting job, but is thinking about returning to school this September.

The Education Centre
100 Main Street West
Hamilton, Ontario
1986 06 23

To the Chairman and Members
Education Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

PART I

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

John Liddell, 1986 05 22 to 1986 06 27

Frank McCarty, 1986 05 26 to 1986 06 27

Lloyd Reid, 1986 05 27 to 1986 06 27

(b) That Martin Strobl be appointed to the Probationary Staff, effective 1986 09 01, with salary according to schedule.

(c) That the request of Margaret R. Webster for an extension of her Disability Leave, effective 1986 09 01, be granted.

(d) That the following teachers be returned from Leaves of Absence and assigned teaching duties, effective 1986 09 01:

Constance L. Hall (.5)

Mary C. Hamilton

Barbara A. Jantzi

Diana M. Lew

Jane E. Peacock

(e) That the resignations of the following teachers, effective 1986 08 31, be accepted with regret:

Robert D. Bérubé

Daniel J. Lefebvre

(f) That the following teachers be appointed to the Probationary Staff, effective 1986 09 01, with salaries according to schedule:

Joanne Cayen

Patricia Gionet

Renee Rinquette

Donald Rousson

Gabrielle Shank

(g) That the appointment of Beverley Auty to the Probationary Staff, effective 1986 09 01, for Semester I only, with salary according to schedule and that she be transferred to an Elementary School as a music teacher as part of a reciprocal transfer commencing 1986 09 01 and concluding 1987 01 31, be approved.

(h) That the following teachers be appointed to the Permanent Staff, effective 1986 09 01, with salaries according to schedule:

James W. Braun

Barbara J. Dabbs

Jane E. Dawson

Gayle M. Detenbeck

Patricia A. DiFrancesco (4/6)

James A. Douglas

David P. Elliott

Leeanne Greenwood

Judith M. Hopkins

Frank W. Huskins

Karen J. Kasik

Theodore J. Kocznur

Karen J. Kott

Melvin L. LaForme

Kathryn E. McCarroll

Elizabeth M. Unruh

George G. Omorean

Donald A. Pente

Gordon M. Phillips

Steven E. Popek

Maryellen T. Rankin

Katherine M. Scarth (3/6)

Olga P. Strychowsky

Barbara K. Swan (full-time semester 1)

Michael E. Szkwara

Mary P. Welsh

Claire V. Wright

Superintendent of Curriculum & Special Services

(a) That one secondary (composite) teacher attend the "O.C.T.E. Celebrating Language Conference" to be held at Toronto, Thursday, 1986 10 16 to Saturday, 1986 10 18 and that $175.00 be paid towards registration and expenses.

(b) That the action of the Superintendent of Curriculum & Special Services in permitting three secondary (composite) teachers to attend the "PC-Based CADD Workshop, held at Cambridge, Ontario, Thursday, 1986 06 26 to Friday, 1986 06 27 and that $295.00 each towards registration be paid, be approved.

(c) That one secondary (composite) teacher attend the "Congres Conjoint des Educateurs de Valeurs Humaines" to be held at Ottawa, Thursday, 1986 10 30 to Friday, 1986 10 31 and that registration and expenses be paid according to policy.

(d) That one alternative education teacher attend the "Ontario Association of Educators in Ontario Conference" to be held at Toronto, Wednesday, 1986 10 08 to Friday, 1986 10 10 and that $170.00 be paid towards registration and expenses.

(e) That one teacher of alternative education attend the "Ontario Association of Educators in Ontario Conference" to be held at Toronto, Thursday, 1986 10 09 and that $100.00 be paid towards registration and expenses.

(f) That the action of the Superintendent of Curriculum & Special Services in permitting two secondary (composite) teachers to attend the "8th Annual Conference on Sexuality" held at Guelph, Tuesday, 1986 06 10 to Wednesday, 1986 06 11 and that $180.00 each towards registration and expenses be paid, be approved.

1986 07 02

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: The Educational and Occupational Aspirations of Ethnic Minorities in the Secondary Schools of Major Urban Areas of Canada

PURPOSE

- To "develop and validate" a survey questionnaire suitable for national sampling distribution.

- To survey selected students with specific reference to career aspirations and educational goals of minority group students.

- Primary objective of this research is to identify and establish the needs of minority group students with respect to career path realization. The secondary objective, is to identify existing programmes which foster growth in career development and to establish priorities for programmes which will assist ethnic minority students in the attainment of educational and occupational goals.

RATIONALE

Recent research has demonstrated that ethnic minority students ,in particular, visible minorities, may be subject to barriers which inhibit occupational choice and attainment.(See complete proposal for specific references and literature review). Criticism has been directed toward the effectiveness of school guidance services, career curriculum, employment services, and the availability of occupational opportunity, as ineffective in meeting the specific needs of minority groups.

The Minister of Multiculturalism, through the Multiculturalism Directorate, has funded this pilot study to investigate these and other related issues.

The Hamilton Board of Education has been chosen as the target for a preliminary pilot study because the ethnic community and geographical proximity reflects the national overview very well.

SAMPLE

Students from all ethnic backgrounds will be sampled, however, the primary subjects of the study will be students representative of specific visible minority groups identified by Statistics Canada. Aproximately 350-400 students will be sampled in our first round. Subjects will comprise males and females from grades 10 and 12. Two secondary schools have been selected as the target sample.

A follow up survey will involve parents and students who "volunteer" to participate. Researchers will attempt to validate questions which pertain to career and educational aspirations. Complete confidentiality is assured.

School guidance staff will be interviewed with respect to the questions which appear in Part Three of the survey.

COLLECTION OF DATA

In cooperation with school staffs, particularly the guidance staff, it is anticipated that the questionnaire will be administered during the third week of October.
Data from previous administrations indicate that the average time for completion of the survey is between 27 and 35 minutes. A 45 minute time allocation is appropriate.
Survey forms will be delivered to the schools one day prior to administration and picked up the following day.
Letters to parents and teachers explaining the project should be sent out prior to administration. Copies of a suggested format are attached.

BENEFITS

- Data will provide information on the validity and suitability of questions included in the survey.

- The Hamilton Board of Education will be identified as cooperating in the development and validation of the research survey form.

- Although it is not our intention at this stage of the research to examine the data for specific trends or statistical inferences a general overview report of these data will be provided to the board.

- Analysis of these data should provide specific career path and occupational information which will be important to guidance staffs.

- Data will be analysed with respect to perceived availability of guidance services. Obtained information with respect to minority group needs as defined by the intent of this survey will be communicated to the board. If appropriate, recommendations will be suggested.

GROUPS TO BE REPRESENTED

It is anticipated, that the utilization of a random cluster sampling may create the opportunity for students who represent the following groups to be included in the sampling profile: Anglo, French, Ukranian or German, Portuguese, Italian, Chinese, South African, West Indian, East Indian,and Native Peoples. Others include Asian groups and some European groups.

SAMPLE OF THE SUPPORT FOR THIS PROJECT

- Multiculturism Directorate, Government of Canada, Project Approval, 1985.
- Committee on Streaming and Assessment of Minority Group Students, Race Relations Sub Committee, Ontario Race Relations Committee, Toronto.
- Hamilton Roman Catholic School Board, Pilot Study Approval, Cooperation, and Involvement, 1986.
- Dr. Raymond Chodzinski, Brock University, College of Education.
- Dr. Ronald J. Samuda, and Dr. John Berry, Queens University, Departments of Psychology and Education.
- Karen Parsonson and John Lewis, Researchers Queens University and University of Rochester.
- Guidance Counsellors, Teachers and Students who have assisted in the development of the format, questions, and pre pilot testing. Frontenac, Lincoln, Dufferin Peel, Niagara South and Metro Toronto Boards of Education
- Dr. Marvin Westwood, University of British Columbia ,Advisement and Project Support.

Recommendation

That the request of Brock and Queens Universities that two secondary schools from this Board participate in a pilot survey "The Educational and Occupational Aspirations of Ethnic Minorities in the Secondary Schools of Major Urban Areas of Canada" be granted, the involvement on the part of our students to be voluntary, and, where applicable, with parental consent.

Prepared and submitted by: P. S. Beveridge
Associate Superintendent of
Curriculum and Special Services

Approved by: A. J. Krever
Director of Education

GROUPS TO BE REPRESENTED

It is anticipated, that the participation of a random cluster sampling may ensure the participation of students who represent the following groups to be included in the sampling: Arabs, French, Germans or German, Portuguese, Italians, Chinese, South African, West Indian, East Indian, and Native Indian. Others include Asian Groups and some European groups.

SOURCE OF THE SUPPORT FOR THIS PROJECT:

- Multicultural Directorate, Government of Canada, Project Approved, 1988.
- Committee on Screening and Assessment of Minority Group Research, Race Relations Sub Committee, Ontario Race Relations Committee, Toronto.
- Mr. Jim Roman Catholic School Board, Pilot Study Approval, Consultation, and Implement, 1988.
- Dr. Raymond Chesteney, Brock University, College of Education.
- Dr. Donald J. Samuda, and Dr. John Berry, Queens University, Department of Psychology and Education.
- Doreen Parenson and John Lewis, Researchers Queens University and University of Rochester.
- Guidance Counsellors, Teachers and Students who have assisted in the development of the format, questions, and pre-pilot testing, Frontenac, Lincoln, Quinte-Tri Peak, Hastings South and Metro Toronto Boards of Education
- Dr. Malin Wetwood, University of British Columbia Advisement and Project Support.

Recommendation:

That the Ministry of Brock and Queens Universities that are commonly accessible from this Queen park in a pilot research "The Ethnical and Multicultural Aspirations of Ethnic Minorities in the Secondary Schools of Major Urban Areas of Canada" be granted the involvement in the study of our students to be voluntary, and, where applicable, with parental consent.

Prepared and Submitted by: P. T. Beauchamp
Associate Superintendent of
Curriculum and Special Services

Approved by: A. J. Fraser
Director of Education

EDUCATIONAL AND CAREER ASPIRATIONS
SURVEY

A PROJECT DEVELOPED IN CO OPERATION WITH THE
HAMILTON BOARD OF EDUCATION.

INVESTIGATORS REPRESENT BROCK UNIVERSITY AND
QUEENS UNIVERSITY

DRAFT:6: HAMILTON BD.COMMITTEE 06:18:86

EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS SURVEY

Dear student.

Attached is a questionnaire about yourself and your plans for the future. We would like you to answer these questions as honestly as you can.

There are no wrong or right answers just your beliefs and feelings about the statements on the page.

If you do not wish us to follow up on this survey please be assured that complete CONFIDENTALITY will be maintained

We appreciate your cooperation in this project.

****
For some of you, we would like to contact you and talk with you and perhaps your parents about your responses.
If you wish us to do so please indicate your name,address, and telephone number below.

NAME.....

ADDRESS.....

TELEPHONE.....

****

EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS SURVEY

---

1)DATE _____ 2) NO_(_office)_____

3)NAME_____ 4) SCHOOL_____

5)AGE_____ 5) GRADE_____

7)SEX_____ 8) NATIONALITY_____

9)BIRTHPLACE OF FATHER/Country_____

10)BIRTHPLACE OF MOTHER/Country_____

11)BIRTHPLACE OF YOURSELF/Country_____

12)NUMBER OF BROTHERS_____

13)NUMBER OF SISTERS_____

14)IF YOU WERE NOT BORN IN CANADA
PLEASE INDICATE WHEN YOU ARRIVED/Year._____

15)ON A DAY TO DAY BASIS DO YOU PREFER TO USE ENGLISH OR FRENCH _____

16)OTHER THAN ENGLISH OR FRENCH, LIST LANGUAGES YOU SPEAK OR UNDERSTAND

.a.....b.....c.....d.....
.

17)INDICATE THE LEVEL OF EDUCATION YOU THINK YOUR PARENTS COMPLETED

	mother	father
a)SOME PRIMARY SCHOOL	_____	_____
b)COMPLETED PRIMARY SCHOOL	_____	_____
c)SOME HIGH SCHOOL	_____	_____
d)COMPLETED HIGH SCHOOL	_____	_____
e)SOME COLLEGE/UNIVERSITY	_____	_____
f)COMPLETED COLLEGE/UNIVERSITY	_____	_____
g)GRADUATE SCHOOL	_____	_____

18)WHAT IS YOUR FATHER'S OCCUPATION?_____
(If your father is unemployed or retired indicate his previous position).

19)WHAT IS YOUR MOTHER'S OCCUPATION?_____
(If your mother is unemployed,retired or a homemaker indicate previous position)

20)IF YOU HAVE A PART-TIME JOB PLEASE INDICATE WHAT IT IS._____

21)HOW MANY HOURS A WEEK DO YOU WORK?_____

22)HOW MUCH DO YOU EARN A WEEK?_____

23)ESTIMATE YOUR PARENTS' YEARLY INCOME. (IF IF YOU HAVE NO IDEA CIRCLE DK=DON'T KNOW OR DON'T WISH TO ANSWER)

Under 25,000	1
25,000 to 35,000	2
35,000 to 45,000	3
Over 45,000	4
Do not know	5

PART II

PLEASE ANSWER THE FOLLOWING QUESTIONS AS THEY BEST APPLY TO YOU.

---

24)SELECT ONE OF THE FOLLOWING STATEMENTS WHICH BEST DESCRIBES WHAT YOU WANT TO DO DURING THE NEXT FIVE YEARS.

1)QUIT SCHOOL AND OBTAIN A JOB _____
2)COMPLETE GRADE 12 AND FIND A JOB _____
3)COMMUNITY COLLEGE AFTER GRADUATION _____
4)UNIVERSITY AFTER GRADUATION _____
5)TIME OFF TO TRAVEL AFTER GRADUATION _____
6)GRADUATE AND GET MARRIED _____
7)GRADUATE AND JOIN ARMED FORCES _____
8)OTHER PLANS (SPECIFY) _____
9)DONT KNOW _____

25)IF YOU HAVE DECIDED TO QUIT SCHOOL BEFORE GRADUATION PLEASE EXPLAIN WHY.

_____

26)IF YOU HAVE DECIDED TO COMPLETE HIGH SCHOOL AND THEN SEEK EMPLOYMENT PLEASE EXPLAIN WHY.

_____

27)IF YOU HAVE DECIDED TO COMPLETE HIGH SCHOOL AND THEN ENTER COLLEGE OR UNIVERSITY PLEASE EXPLAIN THE REASON WHY.

_____

28)OF THE PEOPLE LISTED BELOW RATE HOW IMPORTANT YOU BELIEVE THEY ARE IN HELPING YOU MAKE DECISIONS ABOUT SCHOOL AND CAREER.

	LEAST IMPORTANT------MOST IMPORTANT				
	1	2	3	4	5
a)FATHER	1	2	3	4	5
b)MOTHER	1	2	3	4	5
c)BROTHERS/SISTERS	1	2	3	4	5
d)RELATIVES	1	2	3	4	5
e)TEACHERS	1	2	3	4	5
f)GUIDANCE COUNSELLOR	1	2	3	4	5
g)FRIENDS	1	2	3	4	5
h)PRIEST/MINISTER/RABBI	1	2	3	4	5
i)OTHER(SPECIFY)	1	2	3	4	5

29)WHAT KIND OF JOB/CAREER/OCCUPATION DO YOU WANT AFTER YOU COMPLETE YOUR EDUCATION?._____
_____

30)IF YOU PLAN TO CONTINUE YOUR EDUCATION PAST HIGH SCHOOL YOU MAY HAVE THOUGHT OF SOME REASONS WHY? BELOW ARE LISTED A FEW REASONS GIVEN BY OTHER STUDENTS. PLEASE INDICATE ON A SCALE OF 1-5 HOW IMPORTANT OR NOT IMPORTANT THESE REASONS ARE FOR YOU.

	NOT IMPORTANT--		-MOST	IMPORTANT	
a)SPORTS	1	2	3	4	5
b)SCHOLARSHIPS/BURSARIES	1	2	3	4	5
c)GAIN MORE KNOWLEDGE	1	2	3	4	5
d)MAKE A LOT OF MONEY	1	2	3	4	5
e)GAIN POWER AND INFLUENCE	1	2	3	4	5
f)IMPROVE MY CHANCE FOR EMPLOYMENT	1	2	3	4	5
g)SPECIFIC CAREER TRAINING	1	2	3	4	5
h)DELAY MAKING A CAREER CHOICE	1	2	3	4	5
i)NOTHING ELSE TO DO	1	2	3	4	5
j)BE WITH MY FRIENDS	1	2	3	4	5
k)STAY IN CANADA	1	2	3	4	5
l)PLEASE MY PARENTS	1	2	3	4	5

31)IF YOU INTEND TO ENROLL IN COLLEGE OR UNIVERSITY OR ANOTHER POST SECONDARY PROGRAM WE WOULD LIKE TO KNOW WHERE DO YOU INTEND TO OBTAIN THE FUNDS.
PLEASE INDICATE YOUR FIRST SECOND and THIRD OPTIONS.

a)PARENTS	1	2	3
b)PART TIME WORK	1	2	3
c)SAVINGS	1	2	3
d)SCHOLARSHIPS	1	2	3
e)LOANS FROM FRIENDS	1	2	3
f)GOVERNMENT LOANS	1	2	3

32)WHAT DO YOU THINK YOUR CHANCES ARE OF ACTUALLY BECOMING EMPLOYED IN THE CAREER OF YOUR CHOICE?(CIRCLE THE BEST RESPONSE)

NOT GOOD-FAIR-GOOD-VERY GOOD-EXCELLENT

1 2 3 4 5

33)RATE "EACH" OF THE STATEMENTS BELOW AS TO HOW IMPORTANT OR UNIMPORTANT YOU BELIEVE THEY ARE IN AFFECTING YOUR ABILITY TO OBTAIN EMPLOYMENT IN THE CAREER OF YOUR CHOICE.

	NOT IMPORTANT		IMPORTANT		VERY IMPORTANT
a)WHO YOU KNOW/CONTACTS	1	2	3	4	5
b)LUCK AND GOOD FORTUNE	1	2	3	4	5
c)TRAINING AND EDUCATION	1	2	3	4	5
d)PARENTS	1	2	3	4	5
e)HARD WORK	1	2	3	4	5
f)POLITICS AND ECONOMY	1	2	3	4	5
g)PART- TIME WORK EXPERIENCE	1	2	3	4	5
h)SELLING YOURSELF	1	2	3	4	5
i)PERSONALITY	1	2	3	4	5
j)WHERE YOU LIVE	1	2	3	4	5
k)BELIEF IN YOURSELF	1	2	3	4	5
l)JOB INTERVIEW SKILLS	1	2	3	4	5
m)RELIGION	1	2	3	4	5

34)SOME PEOPLE SUGGEST THAT THERE ARE BARRIERS TO REACHING AN OCCUPATIONAL GOAL OR GETTING A JOB. RATE HOW IMPORTANT OR UNIMPORTANT YOU THINK "EACH" OF THESE REASONS MIGHT BE FOR YOU.

	NOT IMPORTANT		IMPORTANT		VERY IMPORTANT
a)LACK OF MONEY	1	2	3	4	5
b)LACK OF CONTACTS	1	2	3	4	5
c)LACK OF EDUCATION	1	2	3	4	5
d)COLOUR OF SKIN	1	2	3	4	5
e)RELIGION	1	2	3	4	5
f)RACE	1	2	3	4	5
g)LANGUAGE	1	2	3	4	5
h)LACK OF EXPERIENCE	1	2	3	4	5
i)POOR LUCK	1	2	3	4	5
j)POLITICS/ECONOMY	1	2	3	4	5
k)FAMILY BACKGROUND	1	2	3	4	5
l)PARENTS' WISHES	1	2	3	4	5
m)WHERE YOU LIVE	1	2	3	4	5
n)LACK OF TRAINING	1	2	3	4	5
O)HEALTH	1	2	3	4	5
p)PERSONALITY	1	2	3	4	5

35)REALISTICALLY, WHAT DO YOU THINK YOU WILL BE DOING AT AGE 25?

_____

_____

36)LIST SOME OF YOUR GOALS AND ASPIRATIONS (WHAT YOU WANT YOUR LIFE TO BE LIKE WHEN YOU ARE A MATURE ADULT) THINK OF IT AS THREE WISHES IF YOU LIKE._____

37) ON A SCALE OF 1-5, RATE "EACH" ITEM, AS TO ITS IMPORTANCE TO YOU AT THIS TIME IN YOUR LIFE

	NOT IMPORTANT---VERY IMPORTANT				
a)STAYING IN SCHOOL	1	2	3	4	5
b)BEING POPULAR	1	2	3	4	5
c)PLANNING FOR MARRIAGE	1	2	3	4	5
d)FAITH/RELIGION	1	2	3	4	5
e)HAVING A PART- TIME JOB	1	2	3	4	5
f)PARENTS/FAMILY LIFE	1	2	3	4	5
g)SUCCESS AT SCHOOL	1	2	3	4	5
h)BEING PART OF THE GROUP	1	2	3	4	5
i)GOOD HEALTH	1	2	3	4	5
j)INVOLVED IN SPORTS	1	2	3	4	5
k)OWNING A CAR	1	2	3	4	5
l)HONESTY	1	2	3	4	5
m)PLEASING YOUR PARENTS	1	2	3	4	5
n)HAVING A BOY/GIRL/FRIEND	1	2	3	4	5
o)A SAFE WORLD	1	2	3	4	5
p)HOBBIES	1	2	3	4	5
q)CLOTHES	1	2	3	4	5
r)POVERTY/WORLD HUNGER	1	2	3	4	5
s)HAVING MONEY	1	2	3	4	5
t)CONTROL OF YOUR LIFE	1	2	3	4	5

38) IS THERE ANYTHING THAT BOTHERS YOU ABOUT GROWING UP IN CANADA? IF YES PLEASE INDICATE BELOW

39)IF YOU COULD HAVE ONE WISH COME TRUE WHAT WOULD IT BE?

40)AS AN ADULT YOU WILL BE CONCERNED ABOUT A LOT OF THINGS. LISTED BELOW ARE SOME ITEMS WHICH YOU MIGHT THINK ABOUT WHEN YOU ARE OLDER. PLEASE RATE HOW IMPORTANT YOU THINK " EACH " ITEM MIGHT BE FOR YOU AT AGE 30.
FEEL FREE TO GUESS.....IF YOU DON'T KNOW MARK THE DK SECTION

	NOT TO IMPORTANT----				VERY IMPORTANT	
a)OWNING A CAR	1	2	3	4	5	DK
b)MARRIAGE	1	2	3	4	5	DK
c)COMPLETED UNIVERSITY	1	2	3	4	5	DK
d)WORLD TRAVEL	1	2	3	4	5	DK
e)FULL- TIME JOB	1	2	3	4	5	DK
f)FIRST CHILD	1	2	3	4	5	DK
g)GOOD HEALTH	1	2	3	4	5	DK
h)MONEY IN THE BANK	1	2	3	4	5	DK
i)HAPPINESS	1	2	3	4	5	DK
j)BELONGING TO A CHURCH	1	2	3	4	5	DK
k)POWER	1	2	3	4	5	DK
l)BEING AN ATHLETE	1	2	3	4	5	DK
m)PLEASING YOUR PARENTS	1	2	3	4	5	DK
n)BEING FAMOUS	1	2	3	4	5	DK
o)OWNING A HOME	1	2	3	4	5	DK
p)LIVING ALONE	1	2	3	4	5	DK
q)CAREER OF YOUR CHOICE	1	2	3	4	5	DK
r)INVOLVED IN POLITICS	1	2	3	4	5	DK
s)LOTS OF FRIENDS	1	2	3	4	5	DK
t)GIVING MONEY TO CHARITY	1	2	3	4	5	DK

41)EARLIER, YOU INDICATED A CAREER/OCCUPATION/JOB/THAT YOU WOULD LIKE TO HOLD AS AN ADULT. RATE "ALL" OF THE FOLLOWING STATEMENTS ON A SCALE OF 1-5, AS AN INDICATION OF HOW YOU BELIEVE THEY MAY HAVE AFFECTED YOUR CHOICE.

	NOT IMPORTANT---				VERY IMPORTANT
a)DESIRE TO WORK OUTDOORS	1	2	3	4	5
b)OWN MY OWN BUSINESS		1	2	3	4	5
c)A BETTER JOB THAN MY FATHER		1	2	3	4	5
d)A BETTER JOB THAN MY MOTHER		1	2	3	4	5
e)WORK IN MY FATHER'S BUSINESS		1	2	3	4	5
f)WORK IN MY MOTHER'S BUSINESS		1	2	3	4	5
g)BE IMPORTANT		1	2	3	4	5
h)BE MY OWN BOSS		1	2	3	4	5
i)WORK FOR A LARGE COMPANY		1	2	3	4	5
j)FOLLOW IN MY PARENTS' FOOTSTEPS		1	2	3	4	5
k)MAKE LOTS OF MONEY		1	2	3	4	5
l)CONTRIBUTE TO THE WORLD		1	2	3	4	5
m)BE INDEPENDENT		1	2	3	4	5
n)BE LIKE SOMEONE I RESPECT		1	2	3	4	5
o)PLEASE MY PARENTS		1	2	3	4	5

PART III

SCHOOL GUIDANCE PROGRAMS

LISTED BELOW ARE SOME QUESTIONS ABOUT YOUR SCHOOL GUIDANCE PROGRAM. WE WOULD LIKE YOU TO RESPOND TO "ALL" THE QUESTIONS AND STATEMENTS AS HONESTLY AND FAIRLY AS YOU CAN.

By now you have probably figured out that part of the intent of this survey is to find out more about the educational and career aspirations (ambitions) of students who belong to particular ethnic minority groups. Therefore, we would like you to help us identify, if you can, some of the particular needs of minority group students with respect to school guidance services and programs. We would also like you to tell us how well you think guidance departments are providing opportunities for ethnic minority group students to meet the needs you identify.

42)Do you believe that Educational and Career Aspirations (ambitions) are different for minority group students than so called majority group students.

a)Yes.....b)No.....c)Dont Know.....

43)If you wish, please explain your answer.....

.....

.....

IMPORTANT NOTE
If you answered "YES" to the above question please complete questions 44, 45, 46,and 47 in the spaces provided. For questions 44 and 45 you may write up to four different statements about what you believe are the needs of ethnic minority group students with respect to educational and career aspirations. For questions 46 and 47 please rate how well you believe schools are providing services to meet the needs you have identified.(If you did not answer YES please go on to question 48).

44)Educational Aspirations (what I want to accomplish in school)
a)
_____
b)
_____
c)
_____
d)
_____

45)Career Aspirations (what I want to do in the field of work)

a)
_____

b)
_____

c)
_____

d)
_____

46)Please rate how well you believe your school meets the needs you have identified in question 3.

EDUCATIONAL ASPIRATIONS

	Poor	Fair	Good	Excellent
a)	1	2	3	4
b)	1	2	3	4
c)	1	2	3	4
d)	1	2	3	4

47)Please rate how well you believe your school meets the needs you have identified in question 4.

CAREER ASPIRATIONS

a)	1	2	3	4
b)	1	2	3	4
c)	1	2	3	4
d)	1	2	3	4

48)HOW MANY GUIDANCE COUNSELLORS DO YOU THINK WORK AT YOUR SCHOOL?_____

49)HOW OFTEN HAVE YOU TALKED TO THEM ABOUT YOUR CAREER PLANS?

a)NONE b)A FEW TIMES c)OFTEN

50)IS IT EASY TO MAKE AN APPOINTMENT? a)YES b)NO

51)WHICH OF THE FOLLOWING GUIDANCE SERVICES HAVE YOU USED? (N/A MEANS AS FAR AS YOU KNOW IT IS NOT AVAILABLE AT YOUR SCHOOL)

*PLEASE INDICATE FOR EACH ITEM

a)CAREER INFORMATION	YES	NO	N/A
b)CAREER COUNSELLING	YES	NO	N/A
c)CAREER CREDIT COURSE	YES	NO	N/A
d)CAREER ASSESSMENT(TESTING)	YES	NO	N/A
e)CAREER DAYS	YES	NO	N/A
f)COLLEGE/UNIV/INFORMATION	YES	NO	N/A
g)CAREER FILMS	YES	NO	N/A
h)CAREER TRIPS	YES	NO	N/A
i)WORK STUDY ACTIVITIES	YES	NO	N/A
j)EMPLOYMENT SKILLS	YES	NO	N/A
k)RESUME WRITING SKILLS	YES	NO	N/A
l)PROGRAMS FOR MINORITIES	YES	NO	N/A
m)PERSONAL COUNSELLING	YES	NO	N/A
n)COMPUTER CAREER SEARCH INFO	YES	NO	N/A
o)STUDY SKILLS	YES	NO	N/A
p)SCHOLARSHIP OR AWARDS INFO	YES	NO	N/A
q)SERVICES FOR MINORITIES	YES	NO	N/A
r)COURSE SELECTION/CHANGES, ETC.	YES	NO	N/A
s)EDUCATIONAL PLANNING	YES	NO	N/A

52)PLEASE LIST ANY OTHER GUIDANCE SERVICES YOU HAVE USED OR ARE AWARE OF.

_____

_____

53)RATE HOW WELL YOU BELIEVE YOUR GUIDANCE DEPARTMENT PROVIDES CAREER COUNSELLING SERVICES FOR YOU.

POOR----FAIR----GOOD---EXCELLENT
1 2 3 4

54)ARE YOU AWARE OF ANYONE ON STAFF AT YOUR SCHOOL TO WHOM YOU CAN TALK ABOUT THE NEEDS AND CONCERNS OF ETHNIC MINORITY STUDENTS. IF YES, PLEASE INDICATE WHO AND WHAT POSITION ON STAFF AND HOW AVAILABLE IS THIS PERSON.

_____

_____

_____

55)RATE HOW WELL YOU BELIEVE YOUR GUIDANCE DEPARTMENT PROVIDES INFORMATION TO THE STUDENTS OF YOUR SCHOOL ABOUT CAREERS, OCCUPATIONS, POST SECONDARY INSTITUTIONS, VOCATIONAL PROGRAMS AND OTHER ALTERNATIVES.

POOR----FAIR---GOOD----EXCELLENT

1 2 3 4

COMMENT IF YOU WISH

56)RATE HOW WELL YOU BELIEVE YOUR GUIDANCE DEPARTMENT HELPS STUDENTS TO DEVELOP UNDERSTANDING AND RESPECT FOR THE CUSTOMS,CULTURES AND BELIEFS OF STUDENTS FROM OTHER BACKGROUNDS AND ETHNIC ORIGINS.

POOR---FAIR---GOOD---EXCELLENT

1 2 3 4

COMMENT IF YOU WISH

57)TRY TO RATE YOUR ABILITY AS A STUDENT

BELOW AVERAGE...AVERAGE...ABOVE AVERAGE...EXCELLENT
1 2 3 4

58) RATE HOW WELL YOU THINK SCHOOLS IN GENERAL PREPARE STUDENTS TO MAKE DECISIONS ABOUT SUCH THINGS AS CAREER CHOICE, FURTHER EDUCATION, LIFESTYLE, AND VALUES.

	NOT GOOD	FAIR	GOOD	EXCELLENT
FURTHER EDUCATION	1	2	3	4
CAREER CHOICE	1	2	3	4
LIFESTYLE	1	2	3	4
VALUES	1	2	3	4

ONCE AGAIN THANK YOU FOR COMPLETING THIS SURVEY

Dear Parents:

During the week of October 24, 1986 a survey about the educational and occupational goals of our students will be distributed to selected groups of grade 10 and 12 boys and girls.

This is a cooperative project between the Hamilton Board of Education, Brock University and Queen's University.

The information collected will be used to determine the kinds of goals young people hold and how school programs fit those goals. As well, the professors from Brock and Queen's would like to follow up on a few of the surveys by talking with some of the students and parents together about the responses to the questions. If you would like to participate in this survey, please give permission for your son or daughter to indicate that you are willing to talk with the people from the university. Only a few will be selected, so even if you do consent you may not be contacted.

The questions have been reviewed by many educators prior to student involvement. Please be assured that this study is a worthwhile project. All responses are confidential.

We look forward to your cooperation.

Sincerely,

Principal

YES I GIVE PERMISSION FOR MY CHILD TO PARTICIPATE IN THIS PROJECT

YES I AM WILLING TO PARTICIPATE IN THIS PROJECT

NAME.....

ADDRESS.....

PHONE.....

NO I DO NOT WANT MY CHILD INVOLVED IN THIS PROJECT

INSTRUCTIONS FOR ADMINISTRATION

CAREER AND EDUCATIONAL ASPIRATION PROJECT

Dear Colleague:

Thank you for agreeing to administer this survey. There are just a few simple administrative instructions.

1) Students should be reminded of the confidentiality factor and advised that follow up with respect to parent involvement will NOT occur without prior consent.

2) Since we would like to follow some of the students who participate during the next few years we would appreciate names. Of course this is purely a voluntary gesture.

3) Students should be encouraged to attempt and respond to every question honestly and fairly.

4) You may, of course, explain any question or clarify any query.

5) Ask students to circle or shade the response they wish. Students should erase unwanted responses. Remind them that this is not a test but a survey. We want to know what they think, believe or feel.

6) When you collect the surveys we would appreciate it if you would separate them on the basis of sex and grade.

Once again thank you for your support in this project.

INSTRUCTIONS FOR ADMINISTRATION

SURVEY AND EDUCATIONAL ASPIRATION PROJECT

Dear Colleague,

Thank you for agreeing to administer this survey. There are just a few simple administrative instructions.

1) Students should be reminded of the confidentiality factor and advised that failure up will result in permit investment with left areas without proper coverage.

2) These questions are to follow some of the students work-participation. Surely the more the years we would appreciate those. Of course this is merely a voluntary exercise.

3) Students should be encouraged to answer and respond to every question honestly and fully.

4) You may, of course, explain any question or clarify any query.

5) Ask students to circle or mark the responses they wish. Students should grade unrelated responses. Remind them that this is not a test but a survey. We want to know what they think, believe to feel.

6) When you collect the surveys we would appreciate it if you would separate them on the basis of sex and grade.

Once again thank you for your support in this project.

REPORT OF THE

MICROCOMPUTER ADVISORY COMMITTEE

Present: Mr. R. Mulholland, (Chairman);
Trustees Frosina, McMurrich and Van Horne.

Also
Present: Trustees Baskin and Detwiler.

Officials Mr. A. J. Krever (Director of Education)
Present: Mr. C. McKague (Superintendent of Curiculum and Special Services)
Mr. L. McLachlan (Area Superintendent)
Mr. P. Shewfelt (Manager, Accounting and Budget)
Mr. L. Dixon (Manager, Computer Services)
Mr. C. Waterman (Administrative Assistant - Curriculum and Special Services),
Mr. R. Harkness (Supervisor, Computer Studies)
Mrs. M. Ali (Computer Consultant)
Mr. D. Rogers (Computer Consultant)
Mr. P. Rehak (Computer Consultant)

The Committee recommends:

PART I

(a) That the staff allocation of microcomputer hardware be approved as follows:

1. That four of the five composite schools currently having only one lab receive a second lab for September, 1986, which are Sir Winston Churchill, Sir Allan MacNab, Sherwood and Westmount Secondary Schools.

2. That the new micros purchased be the same as the initial labs (i.e., one IBM and three ICON labs).

PART II

(a) That the staff allocation of microcomputer hardware be approved as follows:

1. That the existing one half lab of ICONs at R. A. Riddell be up-graded to a full lab (i.e., buy one half lab of ICONs) and that one additional school be selected for a full lab of ICONs.

2. That the balance of micros for "general allocation" to elementary schools for 1986-87 be C-64's.

Respectfully submitted,

Ray Mulholland,
Chairman.

Committee Room,
1986 06 19.

MINUTES OF THE

INTERDEPARTMENTAL ADVISORY COMMITTEE

Present: Mr. J. Macintosh, (Chairman);
Professor Trueman, Underhill and Van Horne.

Also
Present: Professor Martin and Marshall.

Minutes Mr. J. Conner (Director of Education)
Present: Mr. Morrison (Superintendent of Operations and Special Services)
Mr. L. McLaughlin (Supervising Engineer)
Mr. T. Thomas, (Manager, Accounting and Budget)
Mr. E. Wilson Thompson, (Computer Services)
Mr. C. Tatersall (Administrative Assistant - Operations and Special Services)

Mr. M. Harlowe (Secretary, Computer Studies)
Mrs. K. Ill (Computer Consultant)
Mrs. D. Shores (Computer Consultant)
Mr. J. Smith (Computer Consultant)

The Chairman reported:

PART I

(a) That the staff allocation of micro-computer hardware be approved as follows:

1. That four of the five computer science courses currently having only one terminal have a second lab for September, 1974, which are the minimum Computer, Six Million Dollar, Mathematical and Wordsmith Programming courses.

2. That the new microcomputer purchased in the year at the instructional level (Course 780 and Micro 1000 lab).

PART II

(a) That the staff allocation of micro-computer hardware be approved as follows:

1. That the existing one full lab of items at K. A. Middell be upgraded to a full lab (i.e., for one half lab of 1000, and that one additional school be selected for a full lab of 1000).

2. That the balance of equipment for "general allocation" to elementary schools for 1974-75 be 1-Lab's.

Moved fully submitted,

Moved,
Chairman.

Committee Room,
1974 04 17.

REPORT OF THE

FRENCH LANGUAGE ADVISORY COMMITTEE

Present: Mr. H. Paquin (Chairman);
Trustees Vine and Van Horne; Miss Lapointe; Mesdames Barker and Garon;
Messrs. Desmarais and Lord.

Also
Present: Trustee Ruddle;
Mr. I. Massouh, Principal, G.P. Vanier Secondary School.

Officials
Present: Mr. J. Penner (Deputy Business Administrator),
Mr. C. McKague (Superintendent of Curriculum and Special Services),
Mr. R. Kennedy (Area Superintendent).

The Committee recommends:

PART I

(a) That the French Language Advisory Committee supports the secondment of Richard Gauthier, as offered by the Ministry of Education, for consultative services in Mathematics.

Respectfully submitted,

Mr. H. Paquin,
Chairman.

Committee Room,
1986 06 18.

The Education Centre
100 Main Street West
Hamilton, Ontario
1986 06 23

To the Chairman and Members
Education Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

PART II

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Permanent Staff, effective 1986 09 01, with salaries according to schedule:

Jane Arthrell (.5)
Maria Carbone
Barbara Carey
Heather Cavanagh
Elaine Chrystman
Dale Cornish
Nancy Crawford (.5)
Janet Dove
Wilma Duncan
Lori Firstbrook
Ellen Francis
Heather Greenleaf
Jaroslawa Hrynyk
Mary Hyodo (.5)
Brian Johnston
Kathryn Jones (.5)
Laura Kostur
Hope Leon
Gail Mote
Jacqueline Odoni
Elaine Panting
Carol Phillips
Priscilla Potvin
Adele Rayment
Colin Rees
Helen Senson
Noreen Sim (.5)
Lynda Switzer (.5)
Heather Thomson
Barbara Tweedie (.5)
Constance Vickruck
Laurie Waller
Madeline Zurowski

(b) That the following teachers be appointed to the Probationary Staff, effective 1986 09 01, with salaries according to schedule:

Christine Abi-Rashed
Suzanne Art (.5)
Carol Balint
Juliana Balogh
Laurie Barrette
Mary Barton
Christine Beckett (.5)
Anna Bozzo
Marcia Brazel
Margaret (Peggy) Butler (.5)
Charles Buttle
Roma Buwalda
E. Elizabeth Carey
Kimberley Carlsen
Linda Chittley
Diane Clark
Ghislaine Dean (.5)
Helen Demczuk
Sandra Dowhan
Sandra Easterbrook
Jane Edworthy
Lee Emery
Beth Fitzgerald (.8)
Olive Francis
Gail Frost
Linda Geddes
James Geier
Alyson Gibson
Steve Giftopoulos
Carole Goulet
Sandra Gray
Lorna Hampson (.5)
Kevin Heer
Michael Helt
Scott Hopkins
Dwayne Horning
Michaeline Hughes
Colleen Ireland
Barbara Johnston (.5)
Kevin Jones
Colleen Kurtz (.5)
Jay Kyle
Marilyn Legault
Carole Leish
Marie Lemieux-McCluskey
Helen MacFarlane (.8)
Bruce MacPherson
Toni Major
Jody McGuffin (.5)
Rita More
Sheila Mowbray
Carmel Murphy
Nancy Nancekivell

David Neil

Linda Paradis

Diane Parente (.5)

Eileen Patchett (.5)

Linda Pearce

Anna Lisa Pillinini

Louise Quinn

Cynthia Robinson

Christopher Rothwell

Cornelia Schuster

Sarah Schwenger

Penny Skolrood

Jeannette St. Pierre

Steve Staios

Pamela Swietek

Lynda Temple

Lori Teufel

Eleanor Thomas

Sherri Thomson

Rhona Trott

Loren Turchi

Patricia Vernon

Ann Walihura

Ian Waltenbery

Joy Warner (.5)

Jennifer Wilson

Lindsay Zablocki

Sharon Zabrock

(c) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Christine Binicki, 1986 05 15 to 1986 06 20

Joanne Eaton, 1986 04 30 to 1986 05 23

1986 05 26 to 1986 06 06 (.5)

Judith Sutton, 1986 04 23 to 1986 06 27

(d) That the appointment of the following Occasional Staff teacher, approved at a previous meeting, be changed to become effective as shown:

Barbara Johnston, 1986 06 02 to 1986 06 13 (.5)

(e) That the resignations of the following teachers, effective as shown, be accepted with regret:

Catherine A. Webster, 1986 08 31

Bernadette C. Gallant, 1986 08 31

(f) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leaves:

Lorraine J. Jones, 1986 09 29 to 1987 01 02

Nancy R. Straitton, 1986 07 07 to 1986 10 31

(g) That the recommendation at the May Meeting for Martin Strobl's appointment to the Probationary Staff, be rescinded.

(h) That the following teachers be returned from Leaves of Absence and assigned teaching duties, effective 1986 09 01:

Barbara D. Brown
Barbara A. Burns
Dianne E. Danko (.5)
Dina M. Diadamo (.5)
Sheila E. Ford (.5)
Susan N. Gadsby-Prest (.5)
Sharon Kulpaka-Newman (.5)
Beverly A. Kurey
Jessie E. LaCombe (.5)
Sharon A. Larlee
Valerie F. Lucas
Maxwell A. Mitchell
Sharon L. Oulahen (.5)
Susan J. Pilip (.5)
Elizabeth A. Poad
Anne Puusepp
Deborah K. Rundle (.5)
Elayne B. Ruplen
Arlene J. Sargeant
Jane G. Snider
Kathleen M. Taylor (.5)
Patricia A. Taylor (.5)
Carrie A. Tyrosvoutis (.5)

(i) That the request of Janice I. Park for an extension of her Parental Leave of Absence, effective 1986 09 01 to 1987 08 31, be approved.

(j) That Lane Hazelwood be transferred to the Secondary School panel as part of a reciprocal transfer for Semester 1 only, effective 1986 09 01 to 1987 01 31, be approved.

Associate Superintendent of Curriculum and Special Services

(a) That one teacher attend the National Conference '86 of the Canadian Association for Young Children to be held in London from Thursday, 1986 11 06 through Saturday, 1986 11 08, and that expenses be paid according to policy.

Superintendent of Curriculum & Special Services

(a) That two teachers attend the "Canadian Association for Young Children Conference to be held at London, Ontario, Thursday, 1986 11 06 to Saturday, 1986 11 08 and that registration and expenses be paid according to policy.

(b) That two teachers attend the "Canadian Association for Young Children Conference" to be held at London, Ontario, Thursday, 1986 11 06 to Saturday, 1986 11 08 and that expenses, less registration be paid according to policy.

REQUESTS RE: "FOUR OVER FIVE" PLAN

(a) That approval be granted for the request of Sydney Mandzuk for a Leave of Absence under the Salary Holdback Plan ("4 Over 5") of the Elementary School Collective Agreement for the 1990-1991 school year, effective 1990 09 01 to 1991 08 31.

(b) That approval be granted for the request of Nancy Martin for a Leave of Absence under the Salary Holdback Plan ("4 Over 5") of the Elementary School Collective Agreement for the 1990-1991 school year, effective 1990 09 01 to 1991 08 31.

1986 07 03

To the Chairman & Members
Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: ELEMENTARY CORE FRENCH PROGRAM

Background

At the Board meeting of 1985 01 17, the following recommendation was approved:

> "That effective September, 1985 the Core French Program start in Grade 4 with 30 minutes of daily instruction; in September, 1986 continue the sequence in grade 5 with 40 minutes of daily instruction; in September, 1987 provide 40 minutes of daily instruction in grade 6 and each ensuing year to and including grade 8.

Ontario Ministry of Education suggestions that have, since 1977, encouraged boards "to provide 40 minutes of instruction daily beginning in grade 4, or a total of 1200 hours from the starting point of the French program to the final year of secondary school." (Policy/Program Memorandum No. 17, revised 1982).

The Hamilton Board of Education decided to start the Core French program in Grade 4 at 30 minutes for the following reasons:

- The Grade 4 program is a beginning experience. It has a strong oral emphasis although all skills (reading, writing, listening and speaking) are developed.
- The Grade 4 program is activity based. Students learn through themes and activity centres. Due to the highly active nature of the program, 30 minutes was viewed as the optimum program length for the first year, with an increase to 40 minutes in Grade 5.
- There are only 75 minutes available before and after recess in Junior schools The 30 minute period for Grade 4 permitted the most efficient use of both time and people.

Ministry Mandate

On June 2, 1986, the Ontario Ministry of Education released Policy/Program Memorandum No. 58 (See Attached). Included in this Memorandum is the following statement:

> To further the equality of educational opportunity across this province, it has been decided that English-speaking students will study French in Grades 4 to 8. As of September, 1987, students entering Grade 4 must receive French instruction in every year from Grade 4 to 8 and must have accumulated a minimum of 600 hours of French instruction by the end of Grade 8.

1986 07 03

To the Chairman & Members
Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: ELEMENTARY CORE FRENCH PROGRAM

Background

At the Board meeting of 1985 01 17, the following recommendation was approved:

"That effective September, 1985 the Core French Program start in Grade 4 with 30 minutes of daily instruction; in September, 1986 continue the sequence in grade 5 with 40 minutes of daily instruction; in September, 1987 provide 40 minutes of daily instruction in grade 6 and each ensuing year to and including grade 8.

Ontario Ministry of Education suggestions that have, since 1977, encouraged boards "to provide 40 minutes of instruction daily beginning in grade 4, or a total of 1200 hours from the starting point of the French program to the final year of secondary school." (Policy/Program Memorandum No. 17, revised 1982).

The Hamilton Board of Education decided to start the Core French program in Grade 4 at 30 minutes for the following reasons:

- The Grade 4 program is a beginning experience. It has a strong oral emphasis although all skills (reading, writing, listening and speaking) are developed.
- The Grade 4 program is activity based. Students learn through themes and activity centres. Due to the highly active nature of the program, 30 minutes was viewed as the optimum program length for the first year, with an increase to 40 minutes in Grade 5.
- There are only 75 minutes available before and after recess in Junior schools The 30 minute period for Grade 4 permitted the most efficient use of both time and people.

Ministry Mandate

On June 2, 1986, the Ontario Ministry of Education released Policy/Program Memorandum No. 58 (See Attached). Included in this Memorandum is the following statement:

To further the equality of educational opportunity across this province, it has been decided that English-speaking students will study French in Grades 4 to 8. As of September, 1987, students entering Grade 4 must receive French instruction in every year from Grade 4 to 8 and must have accumulated a minimum of 600 hours of French instruction by the end of Grade 8.

To the Chairman & Members
Education Committee (Primary)
Education Board of Christchurch

Ladies & Gentlemen:

RE: ELEMENTARY CORE FRENCH PROGRAM

Background

At the Board meeting of July 21, the following recommendation was approved:

"That primary French, (CFS) the Core French Program start in Grade 4 with 30 minutes of daily instruction. In September, this continue the program in a cycle with 15 minutes of daily instruction. In September, they provide 30 minutes of daily instruction in grade 5 and each ensuing year to end including grade 8.

Contrary to Ministry of Education suggestions that have, since 1977, children/pupils should be provided 30 minutes of instruction daily beginning in grade 5, or a total of 1500 hours from the starting point of the French program to the final year of secondary school." (Ministry/Education Memorandum No. 17, revised 1977).

The Ministry stated it would offer grants to assist the Core French program in grade 5 at 30 minutes for the following reasons:

- The Core French program is a beginning experience. It has a strong oral emphasis although all skills (reading, writing, listening and speaking) are developed.
- The Grade 5 programme is activity based, presents items through themes and usually contains. Due to the highly active nature of the program, 30 minutes was viewed as the optimum length for the first year, with an increase to 40 minutes in Grade 7.
- There are only 15 minutes available before and after recess in junior schools. The 15 minute period for Grade 4 represents the most efficient use of both time and program.

Ministry Response

On June 7, 1982, the Deputy Minister of Education related Policy/Program Memorandum No. 52 (see attached). Included in this memorandum is the following statement:

> To further the equality of educational opportunity across this province, it has been decided that English-speaking students with early French in Grades 4 to 8. As of September, 1982, students entering Grade 4 must receive French instruction in every year from Grade 4 to 8 and must have accumulated a minimum of 500 hours of French instruction by the end of Grade 8.

Implications

For students in schools under the jurisdiction of the Hamilton Board of Education, an increase in Core French time must be effected to meet the requirements of 600 hours of French instruction by the end of Grade 8. According to the resolution of 1985 01 17, as of September 1987, students in Grades 5 to 8 will be receiving 40 minutes of French instruction daily, while students in Grade 4 would receive 30 minutes of French instruction daily. However, due to the new Ministry requirements, our students, under this program, will be 30 hours short of the 600 hour minimum by the end of Grade 8.

Recent research supports the practice of offering Core French in blocks of 30 to 40 minutes. Research has also shown that 40 minutes of Core French can be accommodated successfully, whether the program starts in the Primary or Junior division, with no apparent negative effect on the development of skill and knowledge in English, Mathematics or the other subjects.

Recommendation

To accommodate this 30 hour shortfall which will result from the change in Ministry policy, an alteration to the policy adopted in January 1985 will be necessary.

THAT EFFECTIVE SEPTEMBER, 1987 THE CORE FRENCH PROGRAM IN GRADE 4 BE INCREASED FROM 30 TO 40 MINUTES OF DAILY INSTRUCTION.

THAT UP TO 4.5 ADDITIONAL TEACHERS BE PLANNED FOR IN ORDER TO STAFF THIS PROGRAM EXPANSION.

Estimated Cost

The Business Officials have determined that the additional annual cost of this recommendation would be approximately $200,000 and would generate an additional $80,000 in grants annually.

Prepared by: C. Waterman, Administrative Assistant

Submitted by: C. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

CGWM/mb

Implications

For students in general, under the jurisdiction of the Education Board of Education, an increase in core French time must be attended to meet the requirements of ADC under of French instruction by the end of Grade 8.

According to the regulations, at least 07 of 77, 8% of Secondary (SH), students in Grades 7 to 8 will be receiving an minimum of French instruction daily, while students in Grade 9 will receive instruction in French instruction daily. However, due to scheduling complexities, the students, under this program, will be 20 minutes short of the 300 hours mandated by the end of Grade 8.

Based research suggests the practice of offering core French as early as 3rd to 4th minutes, research has also shown that 40 minutes of core French can be sustained successfully, without the concern that the Ministry of Education [illegible], with no serious negative effects on the development of social and [illegible] in English, particularly in the [illegible].

Recommendation

To accommodate this 20 hour shortfall within the current core French in Ministry policy, an alternative is the [illegible] in January [illegible] be necessary:

THAT EFFECTIVE SEPTEMBER, 1997, THE CORE FRENCH PROGRAM IN GRADE 8 BE INCREASED FROM 20 TO 40 MINUTES OF INSTRUCTION;

THAT UP TO $_,_ AT LITERAL TEACHER [illegible] BE MADE TO ADD IN GRADE 7, STARTING WITH PROGRAM EXPANSION.

Estimated Cost

The Business Office has determined that the additional annual cost of this recommendation would be approximately $[illegible], and would increase an additional $80,000 in grants annually.

Prepared by: C. Wiersma, Administrative Assistant

Reviewed by: C. Hogan, Superintendent of Curriculum & Special Services

Approved by: A. J. Kraus, Director of Education

COPY TO:

Ministry of Education
Ontario

Issued under the authority of the Deputy Minister of Education

Policy/Program Memorandum No. 58

Date of Issue: June 2, 1986 Effective: Until revoked or modified

Subject: ELEMENTARY SCHOOL CORE FRENCH PROGRAMS

Application: Regional Directors
Directors of Education
Principals of Schools

Reference: Policy/Program Memorandum No. 17, revised 1982.

Since 1966, when Ontario's first guideline for elementary school French was published, each school board has largely determined the extent of its own Core French program. As a result, the opportunity to study French as a subject is not the same for students across the province. In some cases, special provision has to be made for students who are transferring from one board to another to enable them to complete a Core French program.

The Ministry of Education has recommended since 1977 that Core French programs begin not later than Grade 4 and provide a total of 600 hours of French instruction by the end of Grade 8. These programs have been encouraged through special grants. Enrolment in French has increased to the point where, in the current school year, almost 90 per cent of Ontario students in publicly supported schools are studying French by Grade 4.

In 1984, 99 per cent of students in Grades 7 and 8 were receiving French instruction under the jurisidiction of their school boards. At that time, the Ministry of Education established the requirement in Ontario Schools, Intermediate and Senior Divisions that pupils in these grades study French.

Local support for Core French programs in the Junior Division is now widespread. To further the equality of educational opportunity across the province, it has been decided that English-speaking students will study French in Grades 4 to 8. As of September 1987, students entering Grade 4 must receive French instruction in every year from Grade 4 to 8 and must have accumulated a minimum of 600 hours of French instruction by the end of Grade 8. Exceptions might include the few individuals whose interests, in the opinion of their parents or guardians (after consultation with the principal), are best served by exemption from the program.

The decision to introduce Core French programs before Grade 4 remains with the local school board.

This policy will give Ontario students in English-language schools the opportunity to develop a basic command of French, which can be expanded through further study or through contact with French-speaking people.

REPORT OF THE

TRAINABLE RETARDED CHILDREN'S ADVISORY COMMITTEE

Present: Canon Joseph Rogers (Chairman);
Trustee Deans; Mrs. Jensen, Dr. Jacobs and Dr. Morris.

Officials Present:

Mr. P. Beveridge (Associate Superintendent of Curriculum and Special Services),
Ms. T. Myatt (Administrative Assistant - Director's Office),
Mr. D. Kelterborn (Administrative Officer - Business Services),
Mr. E. Hipkiss (Consultant Special Education).

The Committee recommends:

(a) That the secondary satellite program for trainable retarded students be expanded to Westdale Secondary School, effective September 1986 into a fully integrated program (i.e., two teaching lines).

(b) That subject to continued Section 16 funding by the Ministry of Education, the Rygiel Home Classroom (Section 16) be relocated into a community school effective 1986 09 02.

Respectfully submitted,

Canon J. Rogers,
Chairman

Committee Room,
1986 06 23.

A G E N D A

EDUCATION MANAGEMENT COMMITTEE

1986 09 02

Confirmation of the minutes of the last regular and special meeting of 1986 07 10.

GENERAL

NEW BUSINESS:

1. Recommendations of the Director of Education.

PART I

NEW BUSINESS:

1. Recommendations of the Director of Education.

2. Request re: "4 Over 5" Plan - John G. Doherty.

PART II

BUSINESS ARISING OUT OF THE MINUTES:

1. Use of Southview School - referred from June E.M.C. - 1986 06 07.

NEW BUSINESS:

1. Recommendations of the Director of Education.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1986 09 02

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

(a) That the appointment of Mr. Ronald Kennedy to the position of Area Superintendent be extended for an additional three-year term, effective 1986 09 01, with salary according to schedule.

(b) That the Director attend the Annual Fall Conference of the Ontario Public School Directors' Association to be held at Toronto, Thursday (evening), 1986 09 25 and Friday, 1986 09 26 and that expenses be paid according to policy.

(c) That one Area Superintendent attend the "Canadian Council for Inner City Education 1986 National Conference" to be held at Edmonton, Alberta, Wednesday, 1986 11 20 to Saturday, 1986 11 22 and that registration and expenses be paid according to policy.

(d) That one Area Superintendent attend the OAEAO Internship Program to be held at Toronto, commencing Tuesday, 1986 11 28 and that registration and expenses be paid.

Superintendent of Curriculum and Special Services

(a) That the History Supervisor attend the "Audit '86: Basic Level Education Conference" to be held at Toronto, Thursday, 1986 11 06 to Friday, 1986 11 07 and that $225 be paid towards registration and expenses.

(b) That the Supervisor of Family Studies attend the "All in the Family Conference" to be held at Guelph, Saturday, 1986 09 20 and that $80 be paid towards registration and expenses.

(c) That the Supervisor and one Consultant of Music attend the "Ontario Music Educators' Association Conference '86" to be held at Toronto, Thursday, 1986 11 06 to Saturday, 1986 11 08 and that $135 each be paid towards registration.

(d) That the Supervisor of Technical Studies attend the Mohawk College Advanced Technology Partnerships to be held at San Francisco, California, Tuesday, 1986 10 21 to Sunday, 1986 10 26 and that expenses be paid according to policy.

(e) That the Family Studies Supervisor attend the "Ontario Family Studies/ Home Economics Educators Association Conference" to be held at Toronto, Thursday, 1986 11 13 to Friday, 1986 11 14 and that $100 be paid towards registration and expenses.

Associate Superintendent of Curriculum and Special Services

(a) That up to three staff from the Adjustment Services Department attend the Young Offenders' Act Symposium to be held at Toronto on Sunday, 1986 09 21 and Monday, 1986 09 22, and that $80 each be paid towards the cost of registration and expenses.

(b) That the Supervisor of Adjustment Services attend the 76th International Association of Pupil Personnel Workers' Conference to be held at Lexington, Kentucky, from Sunday, 1986 10 12 to Wednesday, 1986 10 15, and that his expenses be paid according to policy.

(c) That one Special Education Consultant attend a conference on the Issues and Directions in Gifted Education, sponsored by the Ministry of Education, to be held at Toronto from Thursday, 1986 10 16 to Saturday, 1986 10 18, and that $45 be paid towards expenses.

(d) That one Primary Consultant attend the National Early Childhood Conference on Children with Special Needs to be held at Louisville, Kentucky, on Sunday, 1986 10 19 to Tuesday, 1986 10 21, and that her expenses be paid according to policy.

(e) That the request of the McMaster University School of Social Work that the Board of Education provide field experience in the Adjustment Services Department be granted and that, subject to the approval of the Associate Superintendent of Curriculum and Special Services, up to five Social Work students be accepted for placement.

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

-as

The Education Centre
100 Main Street West
Hamilton, Ontario
1986 08 20

To the Chairman and Members
Education Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

PART I

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the request of David A. Wayne for a Personal Leave of Absence be granted effective 1986 09 01 to 1987 08 31.

(b) That the request of Tamara Warren for a Maternal Leave of Absence be granted in accordance with conditions governing Maternal Leaves and that this Leave be followed by a Parental Leave of Absence, effective 1986 11 10 to 1987 04 10.

(c) That the appointment of William L. Brown to the Probationary Staff, effective 1986 09 01, that was approved at a previous meeting, be rescinded.

(d) That the following teachers be appointed to the Permanent Staff, effective 1986 09 01, with salaries according to schedule:

Anita E. Darrell

William J. Holinaty

Patrizia C. Vitucci-Di Santo

Anne Marie M. Wilson

(e) That the following trips be approved:

(i) Barton, various grades, Algonquin Park, Outdoor Education, 1986 10 01-04 [Wednesday to Saturday]

(ii) Delta, Grades 11 & 12, Rockwood Conservation Area, Outdoor Education, 1986 09 21-23 [Sunday to Tuesday]

(iii) Scott Park, Grade 9, Kelso Conservation Area, Outdoor Education, 1986 09 25-26 [Thursday and Friday]

(iv) G.H.A.C. Reps -- Alpine Skiing, Collingwood, 1987 02 23+24 [Monday and Tuesday]

(v) G.H.A.C. Reps --Girls' Field Hockey, Ottawa, 1986 10 30 to 1986 11 01 [Thursday to Saturday]

(vi) G.H.A.C. Reps -- Cross Country, North Bay, 1986 11 04-06 [Tuesday to Thursday]

(vii) G.H.A.C. Reps -- Nordic Skiing, Orillia, 1987 02 23-24 [Monday and Tuesday]

(viii) G.H.A.C. Reps -- Girls' "AAA" Volleyball, Windsor, 1987 03 12-13 [Thursday and Friday]

(ix) G.H.A.C. Reps -- Boys' Hockey, North Bay, 1987 03 26-28 [Thursday to Saturday]

(x) G.H.A.C. Reps -- Girls' Curling, Sault Ste. Marie, 1987 03 26-28 [Thursday to Saturday]

(xi) G.H.A.C. Reps -- Boys' Soccer, Sudbury, 1987 06 04-06, [Thursday to Saturday]

(xii) G.H.A.C. Reps -- Girls' Soccer, Ottawa, 1987 06 04-06, [Thursday to Saturday]

(xiii) Westdale, Grade 9-13, T.C.S. Port Hope, 1986 09 17 [Wednesday]

(ix) Westdale, Grade 9-13, Rochester, New York, 1986 09 27 [Saturday]

(x) Ainslie Wood, Grade 9-12, Florida U.S.A., 1987 06 01 to 1987 06 08 [Monday to Monday]

Superintendent of Curriculum & Special Services

(a) That four secondary (composite) teachers attend the "Ontario Music Educators' Association Conference '86" to be held at Toronto, Thursday, 1986 11 06 to Saturday, 1986 11 08 and that $135.00 each be paid towards registration.

(b) That three secondary (composite) teachers attend the "Stratford Seminar For Teachers" to be held at Stratford, Ontario, Friday, 1986 10 03 and that $70.00 each be paid towards registration and expenses.

(c) That one secondary (composite) teacher attend the "Council of Outdoor Educators of Ontario - Northern Spectrum Conference" to be held at Midland, Ontario, Thursday, 1986 09 25 to Sunday, 1986 09 28 and that $255.00 be paid towards registration and expenses.

(d) That two secondary (composite) teachers attend the "All In the Family Conference" to be held at Guelph, Saturday, 1986 09 20 and that $80.00 each be paid towards registration and expenses.

(e) That two secondary (vocational) teachers attend the "Audit '86: Basic Level Education Conference" to be held at Toronto, Thursday, 1986 11 06 to Friday, 1986 11 07 and that $225.00 each be paid towards registration and expenses.

(f) That two secondary (composite) teachers attend the "4th Annual Conference on Pragmatic Prevention of Drug Abuse to be held at Toronto, Friday, 1986 11 21 and that $105.00 each be paid towards registration and expenses.

(g) That up to six secondary (composite) teachers attend the "Ontario Family Studies/Home Economics Educators Association Conference" to be held at Toronto, Thursday, 1986 11 13 to Friday, 1986 11 14 and that $100.00 each be paid towards registration and expenses.

(h) That the action of the Superintendent of Curriculum & Special Services in permitting one secondary (composite) teacher to attend the "Canadian Home Economics Association Convention" held at Halifax, Nova Scotia, Thursday, 1986 07 10 to Monday, 1986 07 14 and that $300.00 towards registration and expenses be paid, be approved.

Associate Superintendent of Curriculum and Special Services

(a) That one secondary school principal or vice-principal attend the Young Offenders Act Symposium to be held in Toronto on Sunday, 1986 09 21 and Monday, 1986 09 22, and that $80 be paid towards the cost of registration and expenses.

(b) That one Community Facility teacher attend the Young Offenders Act Symposium to be held in Toronto on Sunday, 1986 09 21 and Monday, 1986 09 22, and that $80 be paid towards the cost of registration and expenses.

(c) That one secondary school teacher attend the Peel Board Gifted Symposium to be held in Mississauga on Friday, 1986 09 26, and that $140 be paid towards the cost of registration and expenses.

REQUEST RE: "FOUR OVER FIVE" PLAN

(a) That approval be granted for the request of John G. Doherty for a Leave of Absence under the Salary Holdback Plan ("4 Over 5") of the Elementary School Collective Agreement for the 1990-1991 school year, effective 1990 09 01 to 1991 08 31.

100 Main Street West
Hamilton, Ontario
1986 09 02

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: PROPOSAL -- Continuing Education/Adult Education Centre(s)

BACKGROUND INFORMATION

This report is a follow up to the Continuing Education Department's **Program and Accommodation Needs** report presented at a special meeting of the Education Management Committee on 1986 06 16.

Functional Illiteracy

During the June meeting, in discussing the recommendation "that the Board of Education approve, in principle, the establishment of a Continuing Education/Adult Education Centre(s)", Messrs. Ken Cross, President of the Literacy Council, and Brian Woodland, Administrative Assistant for the St. Charles Adult Continuing Education Centre, reported that 65,000 to 70,000 people in the Hamilton-Wentworth Region have less than grade 9 education, ranking it only second to Toronto for the largest number of functionally illiterate in the Province. To emphasize public interest in and the need for an expansion of adult educational programs and facilities in the area, it was pointed out that 5,685 calls were received in the first seven months of the Adult Basic Education and Literacy (A.B.E.L.) Committee's Hot-Line operation.

The Continuing Education Department has been operating a daytime program of Adult Basic Education classes (grades 1-8) conjointly with the Regional Social Service Department's Work Activity Project Linking Of Needs And Resources (L.O.N.A.R.) at the former McIlwraith School site since January 1981. The number of students serviced by the Adult Basic Education (A.B.E.) program is governed and restricted by the Work Activity Project's stated objectives and in-take procedures.

Currently there are only two three-hour classes operating on a daily schedule, with only 14 students in each class.

The Hamilton Board's Adult Basic Education component of the Work Activity Project can service only a small percentage of the target population (the functionally illiterate) in the Hamilton area and is unable to expand at the present time.

Accommodation

The decline in the availability of appropriate facilities relative to the planning, implementation and extension of the adult day programming was also discussed.

In 1985-86, the Adult Day School Program offered numerous general interest courses in only twelve schools across the city, compared to seventeen schools in 1984-85. School closures and the expansion of in-school programs, i.e. special education classes, have displaced a significant number of classes over the years. In total, fifty-two site changes have occurred since the inception of the Adult Day Program only twelve years ago.

PURPOSE OF AN ADULT EDUCATION CENTRE

The establishment of a Continuing Education/Adult Education Centre, centrally located with excellent public transit, would provide daytime educational opportunities for functionally illiterate men and women, the unemployed, those on welfare, the handicapped, the shift worker, and those adults of the Community in search of convenient adult-oriented upgrading and general interest/self improvement courses. An initial Centre could well be located at the presently vacant, one floor plan and accessible Southview School. Furthermore, consideration should be given to a study which would identify a second site in the north end of the lower city. Such a site should be strategically located close to a major arterial route in order to facilitate easy access.

PROGRAM POSSIBILITIES

Southview has the physical capacity and facilities to operate the following programs for adults of all ages (including the handicapped): (see Appendix I)

Adult Basic Education (A.B.E.)
Will help adults who are interested in upgrading to become more employable as well as prepare them for high school credit programs or community college.

Courses can be structured to provide:
- beginning reading, writing and arithmetic skills, grades 1-5 ("literacy, numeracy courses")
- upgrading in English, spelling, phonics, grammar, etc., grades 5-8
- upgrading in general mathematics, basic math concepts, plus fractions, decimals, etc., grades 5-8
- basic numeracy and literacy skills for developing mentally handicapped adults over 21 years.

Home Study - High School Credit Courses
For adults of all ages who desire to upgrade and/or complete the requirements for their S.S.G.D. but are unable to attend school on a regular basis. Credit course materials, provided by the Independent Learning Centre, Ministry of Education, and supplemented by Board materials, can be offered for grades 9-13 with an emphasis on basic and general level courses (grades 9 and 10) ENGLISH-MATHEMATICS-BUSINESS.

General Interest/Self Improvement Courses
Retain the popular general interest courses offered at Southview during 1985-86 as well as accommodate the majority of courses displaced from Linden Park (approximately 20 classes, 400 registrants per term).

English as a Second Language
An opportunity for "new" Canadians to improve their English and who find the mountain location more readily accessible.

Developmentally Handicapped
Investigate the possibility of offering a life skill class for retarded adults ("over 21") who no longer have access to a classroom environment.

REGISTRATION

. The Adult Basic Education, Home Study and E.A.S.L. programs will require revolving open-door process of continual registration throughout the year (including July and August).

. The Adult General Interest Program will maintain the existing practice of scheduling 1986 Fall and 1987 Winter term registrations.

PROPOSED SCHEDULE

. **Adult Basic Education** - 15 students per class
Monday to Friday - 9:00 a.m.-12:00 p.m.; 1:00 p.m. - 4:00 p.m.

. **Home/Independent Study** - 15 students per class for S.S.G.D. credits
Monday to Friday - 9:00 a.m.-12:00 p.m.; 1:00 p.m.-4:00 p.m.

. **General Interest** - 15 students per class
Monday to Thursday - 9:30a.m.-11:30 a.m.; 1:30 p.m.-3:30 p.m.

. **English as a Second Language** - 15 students per class
Monday to Friday - 9:00 a.m.-11:30 a.m.; 1:00 p.m.-3:30 p.m.

Adult Basic Education and Home Study **evening** classes can be determined as need/interest is evidenced.

FEES

. No fee for Adult Basic Education, Home/Independent Study, English as a Second Language or Developmentally Handicapped programs. These are grantable programs.

. Registration fee for General Interest programs based on $1.25 per instructional hour. Senior Citizens pay a flat rate of $5.00 per course.

ADMINISTRATION

Supervision
The Centre will require a "resident" administrator/co-ordinator and a full time secretary. In addition to the administrative responsibilities directly associated with a carefully planned and monitored program, the presence of a full time secretary would allow the co-ordinator to continue with the supervision of those Continuing Education Programs currently assigned, i.e. Adult Day School Program, Volunteers, Community Schools, L.O.N.A.R., Summer Skill Program, Saturday Computer and E.A.S.L.

Staffing
General Interest/Self Improvement Classes - experienced, non-certified teachers at the current hourly rate of $17.82.

Certified teachers as required at the current hourly rate of $20.36.

Financial Implications

. Program Costs - related revenue is difficult to determine. Income to offset costs is derived from grants and fees and the determining factor in the calculation of income is enrolment.

. Physical and Maintenance costs - include caretaking, cleaning, repairs, landscaping-garbage, hydro, heating, water rate, etc.

. Equipment and Supplies costs - office equipment, furniture, clerical supplies and teaching materials costs would correspond to the needs/changes in this evolving program.

It should be noted that costs relative to the operation of the evening classes have not been considered at this time but may require consideration in the future.

. **Administration's Estimates**
At the Education Management Committee meeting, the officials will be prepared to provide some initial estimate of basic costs and revenues relative to the initiation of this project.

SUMMARY AND RECOMMENDATIONS

A Continuing Education/Adult Education Centre would provide the Hamilton Board with an effective and accelerated means of meeting a demonstrated and critical community need. Furthermore, it would provide the Board with expanded basic, credit and general interest programs during regular school hours.

In order to move forward, it is necessary to obtain Board authorization to initiate this practical and most needed educational project.

Therefore, it is recommended:

> That the Board of Education for the City of Hamilton authorize the initiation and implementation of an Adult Education Centre at Southview School, effective September, 1986.

> That the Board of Education for the City of Hamilton authorize a study for possible implementation of an Adult Education Centre in the lower city.

Prepared and Submitted by:

Peter S. Beveridge, Associate Superintendent of Curriculum and Special Services

Clifford H. Howell, Supervisor of Continuing Education

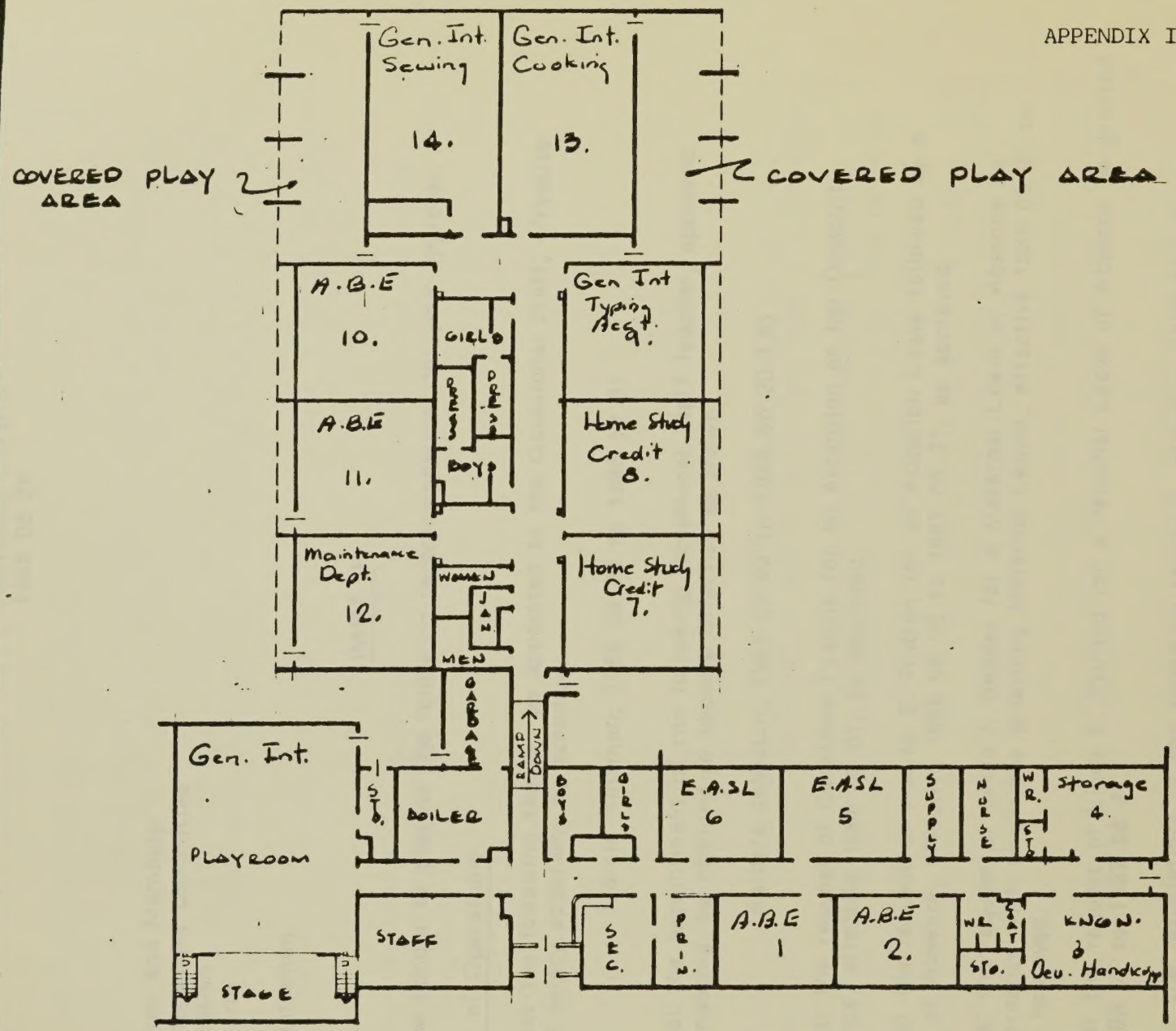
James A. Hobbs, Co-ordinator of Community and Volunteer Services

Approved by:

A. J. Krever, Director of Education

rm

APPENDIX I



Room No. —	The Board Of Education For The City Of Hamilton		
Budget Item # —	Scale 1" = 30'-0"	Description FLOOR PLAN	Sht. No. 1 of 1
W. O. Number —	Date NOV. 2/76	School SOUTHVIEW	Sht. No.

The Education Centre
100 Main Street West
Hamilton, Ontario
1986 08 26

To the Chairman and Members
Education Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

PART II

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teacher be appointed to the Occasional Staff, effective as shown, with salary according to schedule:

Marcia Rottman, 1986 09 29 to 1986 12 31

(b) That the appointment of the following Occasional Staff teacher, approved at a previous meeting, be changed to become effective as shown:

Barbara Johnston, 1986 06 02 to 1986 06 20 (.5)

(c) That the request of Geraldine Francis for an extension of her Disability Leave of Absence, effective 1986 09 01, be approved.

(d) That the request of Merike E. Rutten for an Adoption Leave followed by a Parental Leave of Absence, effective 1986 06 05 to 1987 08 31, be approved.

(e) That the request of Linda I. Geddes for a Maternal Leave of Absence be granted in accordance with conditions governing Maternal Leaves, effective 1986 09 01 to 1986 12 29, be approved.

(f) That the request of Linda E. Stirling for a Personal Leave of Absence be granted effective 1986 09 01 to 1987 08 31.

(g) That the resignations of the following teachers, effective 1986 08 31, be accepted with regret:

Catherine B. Brigham

Carol N. Fiddler

(h) That the following teachers be returned from Leaves of Absence and assigned teaching duties, effective as shown:

Irene Eves, 1986 09 01

Nancy E. Joudrie, 1986 09 01

Diane Parente, 1986 09 01

Patricia Sally, 1987 01 01

Denise Kneppert, 1986 09 01

Janet Verhaeghe, 1986 09 01

(i) That the request of Angela Mouriopoulos for a Maternal Leave of Absence be granted in accordance with conditions governing Maternal Leaves, effective 1986 09 26 to 1987 01 23

(j) That the following trips be approved:

(i) Vincent Massey, Valens Conservation Area, T.R., Outdoor Education, 1986 09 29-30 [Monday and Tuesday]

(ii) Vincent Massey, Valens Conservation Area, T.R., Outdoor Education, 1986 10 06-07 [Monday and Tuesday]

(k) We regret to announce the death of Donna B. Gowans, a Speech Correctionist, 1986 08 15.

(l) That the request of Olga Strychowsky for a Maternal Leave of Absence be granted in accordance with conditions governing Maternal Leaves, effective 1986 10 06 to 1987 01 28, be approved.

Part II

Superintendent of Curriculum & Special Services

(a) That one teacher attend the "All In The Family Conference" to be held at Guelph, Saturday, 1986 09 20 and that $80.00 be paid towards registration and expenses.

(b) That one teacher attend the "Council of Outdoor Educators of Ontario - Northern Spectrum Conference" to be held at Midland, Ontario, Thursday, 1986 09 25 to Sunday, 1986 09 28 and that $255.00 be paid towards registration and expenses.

(c) That two principals attend the "Canadian Council for Inner City Education 1986 National Conference" to be held at Edmonton, Alberta, Wednesday, 1986 11 20 to Saturday, 1986 11 22 and that registration and expenses be paid according to policy.

(d) That four teachers attend the "Ontario Music Educators' Association Conference '86" to be held at Toronto, Thursday, 1986 11 06 to Saturday, 1986 11 08 and that $135.00 each be paid towards registration and expenses.

(e) That one teacher attend the "C.O.D.E. Conference 1986" to be held at Port Stanton, Ontario, Thursday, 1986 09 18 to Saturday, 1986 09 20 and that $295.00 be paid towards registration and expenses.

(f) That one teacher attend the "4th Annual Conference on Pragmatic Prevention of Drug Abuse Conference" to be held at Friday, 1986 11 21 and that $105.00 be paid towards registration and expenses.

(g) That up to two teachers attend the "Ontario Family Studies/Home Economics Educators Association Conference" to be held at Toronto, Thursday, 1986 11 13 to Friday, 1986 11 14 and $100.00 each be paid towards registration and expenses.

Part II

Associate Superintendent of Curriculum and Special Services

(a) That one elementary school principal or vice-principal attend the Young Offenders Act Symposium to be held in Toronto on Sunday, 1986 09 21 and Monday, 1986 09 22, and that $80 be paid towards the cost of registration and expenses.

(b) That one teacher attend the Hearing Awareness Conference to be held at the E. C. Drury School, Milton, on Monday, 1986 09 29 and Tuesday, 1986 09 30, at no cost to the Board.

(c) That one teacher attend the conference on Reaching Exceptional Children Through The Arts to be held in Kingston from Thursday, 1986 10 16 to Saturday, 1986 10 18, and that her expenses be paid according to policy.

AGENDA

EDUCATION MANAGEMENT COMMITTEE

1986 09 30

Confirmation of the minutes of the last regular and special meetings of 1986 08 28 and 1986 09 11.

GENERAL

NEW BUSINESS:

1. Recommendations of the Director of Education.

2. Correspondence from The Association of Large School Boards in Ontario re: topics of discussion for member boards.

3. January Meeting Dates.

PART I

NEW BUSINESS:

1. Recommendations of the Director of Education.

2. Requests re: "4 Over 5" Plan - Beryl Burgoyne
   Robert E. Guest
   Joseph P. Hammill
   David Martell
   Robert McIvor - request to withdraw.
   Frank Weresch.

3. Presentation from the Westdale Music Parents' Association.

4. Programme Consolidation - requested by Trustee Vine.

5. Report of the Study Committee re: Vanier Accommodation.

6. Report of the French Language Advisory Committee.

PART II

BUSINESS ARISING OUT OF THE MINUTES:

1. Core French Report - (referred from July E.M.C. - 1986 07 02).

NEW BUSINESS:

1. Recommendations of the Director of Education.

2. Request re: "4 Over 5" Plan - Roger Baxter.

3. Report of the Trainable Retarded Children's Advisory Committee.

4. Report of the Committee re: Early Primary Education Report Response.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1986 09 30

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

(a) That a member of Senior Management attend the NASE Seminar "The Middle School-Making a Difference for Students", to be held at Orlando, Fla., Monday, 1986 12 08 to Friday, 1986 12 12, and that registration and expenses be paid according to policy.

(b) That the Supervisor of Research attend the "Evaluating Special Education Programs and Services" workshop to be held at Toronto, Monday, 1987 02 09, and that $130 be paid towards registration and expenses.

(c) That a Superintendent attend the "Future Directions In Education Conference" to be held at Mont Ste. Marie, Quebec, Tuesday, 1986 10 07 to Friday, 1986 10 10, and that expenses be paid according to policy.

Superintendent of Curriculum and Special Services

(a) That the Geography Supervisor attend the "Ontario Association of Geographers and Environmental Educators" to be held at Toronto, Friday, 1986 10 17 to Saturday, 1986 10 18 and that $70 be paid towards registration and expenses.

(b) That the Co-ordinator of Co-operative Education attend the "American Vocational Association Conference" to be held at Dallas, Texas, Friday, 1986 12 05 to Tuesday, 1986 12 09, and that registration and expenses be paid according to policy.

(c) That the Business Studies Supervisor and Consultant attend the "Ontario Business Education Fall Conference" to be held at Toronto, Saturday, 1986 10 25 and that $60 each be paid towards registration and expenses.

(d) That the four Computer Studies Consultants and the Supervisor of Computer Studies attend the "Computers in Education Show and Conference" to be held at Toronto, Thursday, 1986 10 23 to Saturday, 1986 10 25 and that $25 each be paid for registration.

(e) That one French Immersion Consultant attend the "10th Annual Conference of the Canadian Association of Immersion Teachers" to be held at Ottawa, Thursday, 1986 11 06 to Saturday, 1986 11 08 and that $365 be paid towards registration and expenses.

(f) That the Science Supervisor and four Consultants, attend sections of, or all of the "Science for Everyone Conference, sponsored by the Science Teachers' Association of Ontario" to be held at Toronto, Thursday, 1986 11 06 to Saturday, 1986 11 08 and that $100 each be paid towards registration and expenses.

Associate Superintendent of Curriculum and Special Services

(a) That the action of the Associate Superintendent of Curriculum and Special Services in permitting five Adjustment Counsellors to attend the 1986 Field Instruction Workshop at McMaster University on Friday, 1986 09 19, be approved and that the registration fee of $10 each be paid.

(b) That one Adjustment Counsellor attend the Association for Advancement of Behaviour Therapy Convention to be held at Chicago from Thursday, 1986 11 13 to Sunday, 1986 11 16, and that her expenses be paid according to policy.

(c) That the Supervisor of Continuing Education and the Volunteer and Community Co-ordinator attend the Fall Conference of the Continuing Education School Board Administrators to be held at Toronto from Wednesday, 1986 11 26 to Friday, 1986 11 28, and that each receive $95 towards the cost of registration and expenses.

(d) That the Supervisor of Special Education attend the 30th Annual Conference of the Ontario Federation of Chapters - Council for Exceptional Children to be held at Kitchener from Wednesday, 1986 10 22 to Saturday, 1986 10 25, his expenses to be paid by the Council for Exceptional Children.

(e) That one Media Services Consultant attend the 8th Annual Dimensions '86 Conference to be held at Toronto on Wednesday, 1986 11 05 and that $115 be paid towards the cost of registration and expenses.

(f) That up to two staff attend the "Community Education - Everybody's Business" conference to be held at Toronto on Thursday, 1986 10 30 and Friday, 1986 10 31, and that $80 each be paid towards the cost of registration and expenses.

(g) That one Adjustment Counsellor attend the Suicide and Depression in Children and Adolescents: Assessment and Intervention Techniques workshop to be held at Toronto on Wednesday, 1986 10 01 and Thursday, 1986 10 02, and that $225 be paid towards the cost of registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

-as

The Association of
LARGE SCHOOL BOARDS
in Ontario

1986 09 10

Trustee Mary Caye Clarke
Education Management Committee Chairperson
Hamilton Board of Education
100 Main Street West
Hamilton, Ontario
L8N 3L1

Dear Trustee Clarke:

The ALSBO Curriculum Committee is gearing up for another year of projects and meetings on program issues of concern to Member Boards. Over the years the Committee has been successful in influencing Ministry of Education thinking on the major legislative and regulatory changes in curriculum and I intend to keep up ALSBO's track record in the coming months.

Last April trustee members of the Committee met to discuss ways and means of ensuring their continued effectiveness. A decision was made to streamline the Committee's operations and to improve its liaison with Member Boards, particularly with trustees who are unable to participate in Committee meetings. This letter is a first attempt on my part as the Curriculum Committee Chairperson for 1986-87 to contact you and the members of your Board's Education Management Committee.

One major thrust for the ALSBO Committee this year will be to generate topics of interest to all Member Boards. In the past some issues have received attention which were not broad enough in terms of their appeal to all boards. The aim, therefore, is to introduce a more appropriate process for selecting projects. To this end, the Committee is asking that topics be directed to the Committee through the Board's representative. The request for an ALSBO study or project should be accompanied by a rationale on why the board thinks the topic is important, and background information on material and resources available from the board. We would also like recommendations on how ALSBO can best deal with this project (e.g. set up a task force, etc).

The Committee is encouraging all boards to submit ideas for pro-active studies and projects. The selection process is not meant to be inhibitive, but rather an attempt to keep our political focus narrow and significant.

...../2

252 Bloor St. W., Suite 12-205, Toronto, Ontario M5S 1V5 — Telephone 416—922-4858

The purpose of this letter then is to advise you of the Curriculum Committee's decision to meet the needs of its members by choosing activities which are meaningful to the majority of boards. I hope your Board will continue to generate topics in 1986-87 and that your Committee members will feel free to accompany your official representatives to Curriculum Committee meetings any time an agenda item is of interest. The sharing of information among trustees is one of the most valuable aspects of membership in ALSBO.

Since this is my first communication with you as Committee Chairperson, could I ask you to place this letter on the agenda for your next Committee meeting. I am eager to seek boards' input on items of concern in the curriculum area and welcome your Committee's participation in this process.

I look forward to a productive year for the ALSBO Curric Committee and wish you and your Committee equal success.

Sincerely,

T. McAuliffe

Tom McAuliffe
ALSBO Curriculum Committee Chairperson

The Education Centre
100 Main Street West
Hamilton, Ontario
1986 09 22

To the Chairman and Members
Education Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

PART I

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Barbara MacLeod, 1986 09 03 to 1986 12 31

David McMillan, 1986 05 20 to 1986 06 20

Jane Pilling, 1986 09 02 to further notice

Diana Rollo, 1986 09 15 to 1986 10 31

(b) That the following trips be approved:

(i) Hill Park, Grades 10-13, London, England, 1987 03 12-23 [Thursday to Monday]

(ii) Sir John A. Macdonald, Grades 10-12, South Hills, Virginia, 1986 10 09-21 [Thursday to Tuesday]

(c) We regret to announce the death of Mr. Walter Gasparik, an Academic Assistant to the Principal of a Vocational Secondary School, on 1987 07 24.

(d) That the request of Victoria J. Weekes for a Maternal Leave of Absence, followed by a Parental Leave of Absence, effective 1987 02 01 to 1987 08 31, be granted with the conditions governing Maternal Leaves.

(e) That up to 100 students of the Grade 12 Urban Geography course from Hamilton Schools be permitted to attend a 4-day field trip to Montreal from 1986 10 15-18.

(f) That one teacher for every 15 students, plus the geography Supervisor or designate, supervise the geography field study excursion to Montreal, 1986 10 15-18, and that each receive $180. for their expenses.

Superintendent of Curriculum & Special Services

(a) That six secondary (composite) teachers attend the "Ontario Asssociation of Geographers and Environmental Educators" to be held at Toronto, Friday, 1986 10 17 to Saturday, 1986 10 18 and that $70.00 each be paid towards registration and expenses.

(b) That up to 7 secondary (composite) teachers attend the "Ontario Association of Geographers and Environmental Educators" to be held at Toronto, Saturday, 1986 10 18 and that $50.00 each be paid towards registration and expenses.

(c) That 9 secondary (composite & vocational) teachers attend the "Ontario History and Social Science Teachers' Association Conference" to be held at Toronto, Thursday, 1986 10 23 to Friday, 1986 10 24 and that $120.00 each be paid towards registration and expenses.

(d) That 16 secondary (composite & vocational) teachers attend the "Ontario Business Education Fall Conference" to be held at Toronto, Saturday, 1986 10 25 and that $60.00 each be paid towards registration and expenses.

(e) That 6 secondary (composite) teachers attend the "Ontario Business Education Association One Day Cross-Over Workshop" for the purpose of Professional Development, to be held at Toronto, Friday, 1986 10 24 and that $95.00 each be paid towards registration and expenses.

(f) That 2 Vice-Principals attend the "Assertiveness Training for Professionals Workshop" to be held at Hamilton, Tuesday, 1986 10 14 and that $95.00 each be paid towards registration.

(g) That 2 secondary (composite) teachers attend the "Stratford Seminars for Teachers" to be held at Stratford, Friday, 1986 10 03 and that $60.00 each be paid towards registration.

(h) That one teacher attend the "Leaders in Education Conference" to be held at Toronto, Wednesday, 1986 11 26 to Friday, 1986 11 28 and that $245.00 be paid towards registration and expenses.

(i) That one secondary (composite) French Immersion teacher attend the "10th Annual Conference of the Canadian Association of Immersion Teachers" to be held at Ottawa, Thursday, 1986 11 06 to Saturday, 1986 11 08 and that $365.00 be paid towards registration and expenses.

(j) That 2 secondary (composite & vocational) teachers attend the "'86 Ontario Physical and Health Education Association Conference" to be held at Orillia, Thursday, 1986 10 16 to Saturday, 1986 10 18 and that $200.00 each be paid towards registration and expenses.

(k) That up to 5 secondary (composite) teachers attend the "Ontario Physical and Health Education Association Conference" to be held at St. Catharines, Friday, 1986 11 07 and that $35.00 each be paid towards registration and expenses.

(l) That the action of the Superintendent of Curriculum & Special Services in permitting one secondary (composite) teacher to attend the "Physics Conference" held at Guelph, Ontario, Thursday, 1986 06 12 to Saturday, 1986 06 14 and that $130.00 towards registration and expenses be paid, be approved.

(m) That one secondary (composite) principal attend the "O.C.L.E.A. Workshop on Preparation for Supervisory Officer Examinations" to be held at Toronto, Thursday, 1986 11 13 to Friday, 1986 11 14 and that $225.00 be paid towards registration (Staff Development).

(n) That one secondary (alter-ed) teacher attend the "Ontario Council of Teachers of English Conference" to be held at Toronto, Friday, 1986 10 17 and that $145.00 be paid towards registration and expenses.

(o) That 1 science teacher from each secondary (composite) school and 3 secondary (vocational) teachers attend sections of, or all of the "Science for Everyone Conference, sponsored by the Science Teachers' Association of Ontario" to be held at Toronto, Thursday, 1986 11 06 to Saturday, 1986 11 08 and that $100.00 each be paid towards registration and expenses.

(p) That one principal attend the "O.I.S.E. Situational Leadership" to be held at Toronto, Monday, 1986 11 24 to Tuesday, 1986 11 25 and that $365.00 be paid towards registration and expenses. (Staff Development)

(q) That one principal attend "22e Congres du CDEFO" to be held at Ottowa, Wednesday, 1986 10 29 to Saturday, 1986 11 01 and that registration and expenses be paid according to policy.

(r) That one alternative education teacher attend the "Strategic Therapy with Families - the MRI Approach" to be held at Toronto, Wednesday, 1986 10 29 and that $135.00 be paid towards registration and expenses.

Associate Superintendent of Curriculum and Special Services

(a) That the action of the Associate Superintendent of Curriculum and Special Services in permitting one secondary school teacher to attend the Ontario Peer Counsellors' Association Conference held in Mississauga on Thursday, 1986 09 25 and Friday, 1986 09 26 be approved and that $47.80 be paid towards the cost of registration and expenses.

(b) That the action of the Associate Superintendent of Curriculum and Special Services in permitting two Guidance Counsellors to attend the training session for CHOICES held in Mississauga from Wednesday, 1986 09 24 to Friday, 1986 09 26 be approved and that $275 each be paid towards the cost of registration and expenses.

(c) That one secondary school teacher and up to 5 students attend the Ontario Peer Counsellor's Conference to be held in Gananoque from Wednesday, 1986 10 29 to Friday, 1986 10 31, and that $500 be paid towards the cost of registration and expenses.

REQUESTS RE: "FOUR OVER FIVE" PLAN

(a) That approval be granted for the request of Beryl Burgoyne for a Leave of Absence under the Salary Holdback Plan ("4 Over 5") of the Secondary School Collective Agreement for the second semester of the 1988-1989 school year, effective 1989 02 01 to 1989 08 31.

(b) That approval be granted for the request of Robert E. Guest for a Leave of Absence under the Salary Holdback Plan ("4 Over 5") of the Secondary School Collective Agreement for the 1990-1991 school year, effective 1990 09 01 to 1991 08 31.

(c) That approval be granted for the request of Joseph P. Hammill for a Leave of Absence under the Salary Holback Plan ("4 Over 5") of the Secondary School Collective Agreement for the second semester of the 1988-1989 school year, effective 1989 02 01 to 1989 08 31.

(d) That approval be granted for the request of David Martell for a Leave of Absence under the Salary Holdback Plan ("4 Over 5") of the Secondary School Collective Agreement for the 1990-1991 school year, effective 1990 09 01 to 1991 08 31.

(e) That the Board rescind the leave of absence granted to Mr. Robert McIvor for the second semester of the 1989-1990 school year, effective 1990 02 01 to 1990 08 31 and approve his request to withdraw from the Salary Holdback Plan ("4 over 5").

(f) That approval be granted for the request of Frank Weresch for a Leave of Absence under the Salary Holback Plan ("4 over 5") of the Secondary School Collective Agreement for the second semester of the 1990-1991 school year, effective 1991 02 01 to 1991 08 31.

SUBMISSION TO
TRUSTEES OF THE
HAMILTON BOARD OF EDUCATION
BY THE
WESTDALE MUSIC PARENTS ASSOCIATION
JUNE 1986

Semestering has been in place in Westdale High School for two years and we have now had the opportunity to review and assess the results of its operation during this time. There appear to be a number of problems which detrimently affect the quality of education. Although we have heard complaints and concerns particularly in the areas of Math and Languages, as the Music Parents Association we wish to focus on the adverse impact of semestering on the music programme.

We have spoken to music teachers, have observed the effects of semestering on performance standards and have identified the following categories of concern:

1. Area of Skill Development -

In music training, regular and continuous practice is essential for skill development and improvement. A layoff over the summer definitely affects the young musician's dexterity, control and proficiency in mastering his/her instrument. Therefore, where there is the liklihood that some students may not have music for an entire year (Semester I - Gr. 9 - Semester II - Gr. 10), it is almost certain that they would have to relearn their basic skills. Clearly, many students cannot afford the money and/or the time for private lessons during the semester when they do not have music. They may not own one of the very expensive instruments the school can provide during class and it may be impractical to take them home to practice. Thus, their skills deteriorate in the off semester. Frustration at not being able to maintain their previous performance levels and a fear that they will be unable to achieve acceptable standards have resulted in some students actually dropping this previously much enjoyed subject.

Others have given up the idea of pursuing music as a career or as a major interest because of the impossibility of progressing steadily with this "stop-gap-start" timetable.

Musical proficiency is not something that can be turned off and on easily. It has to be built steadily. Semestering does not allow the necessary continuity.

2. Absences

Because of the compression of a 10 month course into a 5 month course, absence from school for any reason will result in a greater loss of school work. Students who participate in Band and/or Orchestra functions/performances are disadvantaged in that they miss twice as much school per function as previously.

This requires even greater efforts at catching up on missed classwork and increased homework.

Students missing class because of illness may be inclined to go back too soon because of anxiety that they will be too far behind in their work.

3. Class time

For many, particularly younger students, 75 minutes is too long a period to maintain the intense concentration required in music. Fingers may tire, lips may go and the music must stop! What this means is that a) the last 20 minutes or so are not used productively or b) the teacher may try to compensate and let the students do homework. In either case, the end result is probably less time being spent on the subject than before. The cumulative effect of all these problems is low teacher and student morale, and drop in performance standards and as one person put it "twice the work for half the results."

4. Comaraderie - School Spirit

Semestering has split the band and orchestra in half and not necessarily equal or balanced halves. In any semester half the group will not be taking music courses. This is detrimental to an esprit de corps, morale, and communication. It is difficult for the teacher to reach all the students regarding rehearsals, performances or trip information and in the same way, it is difficult for the students to keep in touch with each other. In the past, students were proud and eager to represent their school in musical festivals, competitions and out-of-town concerts, but with semestering we find that many such events have been cancelled. Students are very concerned that they will miss too much school work. In addition, those who are not participating in a music course during that particular semester feel less involved and perhaps less competent than those who are.

5. Quality of Performance

Performance standards improve with regular practice over time. A cram 5 month course does not produce the same quality performance as a continuous 10 month programme. The regular school performance standards have suffered greatly with this switch to semestering. And, in fact, it has been brought to our attention that semestering does not allow sufficient time to complete the curriculum in comparison with the previously traditional 10 month school year.

Along with these pressures of semestering only one Arts course is now

required for graduation. Because of all these factors many students are dropping music for an "academic" subject. It will not be long before these problems will result in the decline of music not only at the secondary school level, but within the community and at the university level.

In the past, high school students have participated in community choirs and orchestras but, today and in the future, the whole community will suffer unless some way is found to rejuvenate the music programme within the school system.

Hamilton schools have always been outstanding in music performance across the Province and the country. We urge that action be immediately undertaken to ensure the continuation of this fine tradition.

Recommendations

We recommend that one of the following options be implemented as soon as possible:

1. Drop the semester system and return to a 10 month timetable.

OR

2. Consider a system where some subjects are ½ unit per semester courses, and continue all year.

As an example, music, languages, math, gym, technical courses could be scheduled torun 2 or 3 times a week (5 times every 2 weeks) or 40 minute periods daily for both semesters. This gives the equivalent classtime over a sustained period as the more intensive but less productive semester. It is likely that enough courses will be found for alternating periods. Some students, however, may prefer ½ units of spares.

We remember the Good Old Days of double periods where necessary (e.g. labs.) and of ½ units (e.g. music). There were few complaints with this flexible and imaginative system.

AND 3. Coincident with the implementation of either Recommendation 1 or 2: we strongly urge that the Board undertake a critical evaluation of the results of semestering in all subjects. While we are aware that there may be some advantages to the system, we believe the goal of any system must be the best education possible and not the quickest. We would urge that, whatever the overall results of such an evaluation, serious and committed action be undertaken immediately to enact innovative solutions to any problems.

We respectfully submit this brief for your consideration and action and look forward to receiving your response. We would be happy to meet with you to discuss this most important issue.

On behalf of the
Westdale Music Parents Association

Judith M. Anderson (Tel. 525-4776)
President

c. All trustees
Mr. Arnold Krever
Mr. Ron Kennedy
Mr. Glen Mallory
Mr. Douglas Watson

1986 09 30

To The Chairman & Members
Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: CONSOLIDATION OF PROGRAMME - COMPOSITE SECONDARY SCHOOLS

Background:

At a time of enrolment decline and of curriculum renewal spurred by OS:IS, the schools' capabilities to offer a rich and balanced programme are threatened. The plethora of course offerings, possible in a time of system expansion can no longer exist and in an effort to protect some small enrolment courses, some general and advanced level courses have large enrolments. In an effort to maintain a rich programme offering, option sheets offered many choices with the result that many courses had to be eliminated at staffing time because the number of students choosing them was too few; students then had to choose other courses after their expectations had been raised. This system is committed to the composite concept of schools -- i.e. a balance of academic and practical offerings; the flexibility to meet the needs of individual students and the capability to offer programmes to students expecting to go to the world of work, to colleges and universities.

These issues and directions prompted the formation of a task force a year ago to set in place a core programme in all composite schools and a process for consolidation which would ensure as rich a programme as possible.

Definition of Consolidation:

The committee established the following as its definition of consolidation:

Review, in a planned way within the composite secondary schools, the alteration, substitution, addition, elimination and designation to certain schools of courses for the purposes of:

* *meeting changing needs of students, the community, and meeting the requirements of external authorities;*
* *maintaining class sizes at manageable levels;*
* *preserving necessary courses and;*
* *addressing staffing needs.*

Objectives of The Task Force:

1. To maintain the composite nature of each school.
2. To provide internal System-wide consistency.
3. To provide a core program which will allow students at both the general and advanced levels to graduate from any school at the end of grade 12 and meet the basic requirements of OS:IS.
4. To provide subject flexibility and the chance to meet the needs of each local community.
5. To provide flexibility and the chance to meet the needs of each individual student.
6. To provide a balanced program incorporating academic and practical offerings.
7. To provide program which will enable students to meet the requirements of grade 13 and to gain entrance to university.

Task Force's Work:

For nine months the task force met on a regular basis using the following processes:

. receiving from principals their postion paper on consolidation.

. receiving a position paper from supervisors.

. preparing a course offering taking into account the points offered in both papers.

. discussing the proposed course offering with both principals and supervisors.

. fine-tuning the course offering again in light of those discussions.

. presenting the course offering to Academic Council for further input and eventual agreement.

Report of The Task Force:

The proposed course offering is to be found in Appendix A.

The following courses are no longer offered in the composite schools:

NOTE: Many other courses now offered in future, be offered only if numbers warrant.

Visual Arts:
- General Visual Arts - Grade 12

Business Education
- General Business English - Grade 12 (replaced by General Business English - Grade 11)

History
- Advanced Canada's Multicultural Heritage - Grade 10 (replaced by Advanced Legacy of the Ancient and Medieval World - Grade 10)
- General Canada's Multicultural Heritage - Grade 10 (replaced by General Legacy of the Ancient and Medieval World - Grade 10)

Mathematics
- General Mathematics - Grade 11 (replaced by General Mathematics for Business and Consumers and General Mathematics for Technology - both Grade 11)

Family Studies
- Advanced Family Studies Living with Change - Grade 10 (replaced by Advanced Personal Life Management - Grade 10)
- General Family Studies Change Then & Now- Grade 10 (replaced by General Personal Life Management - Grade 10)
- Family Studies Clothing - Grade 11
- Advanced Family and Child Parenting - Grade 11 (replaced by Advanced Parenting - Grade 11)
- General Family and Child Parenting - Grade 11 (replaced by General Parenting - Grade 11)
- Advanced Food and Nutrition - Family & World Foods - Grade 11
- General Food and Nutrition - Family & World Foods - Grade 11
- General Family & Child Daily Living - Grade 12
- General Family Studies Effective Living - Grade 12 (replaced by Personal Life Management - Grade 12)
- General Family and Community - Grade 12

Science

- General Science Integrated - Grade 11
- Advanced Physics - Grade 11 (replaced by Advanced Physics - Gr. 12)
- Advanced Chemistry - Grade 12(replaced by Advanced Chemistry - Gr. 1
- General Chemistry - Grade 12 (replaced by General Physics - Gr. 11)
- General Physics - Grade 11 (replaced by General Chemistry - Gr. 12)

TECHNOLOGICAL STUDIES

- Auto Mechanics Introduction- General - Grade 12
- General Heating, Refrigeration and Air Conditioning - Grade 11
- General Plumbing - Grade 11
- General Woodwork - Grade 11
- General Woodwork - Grade 12
- General Construction Technology - Grade 10
- General Construction Technology Introduction - Grade 12
- General Drafting Architectural - Grade 11
- General Drafting Architectural (Part 11) - Grade 11
- General Drafting Architectural (Part V) - Grade 12
- General Drafting Architectural (Part VI) - Grade 12
- General Drafting - Grade 10
- General Drafting Mechanical - Grade 10
- General Drafting Mechanical (Part 11) - Grade 11
- General Drafting Mechanical - Grade 11
- General Drafting - Grade 11
- General Drafting Mechanical (Part IV) - Grade 12
- General Drafting Mechanical - Grade 12
- General Drafting Introduction - Grade 12
- General Electricity Applied - Grade 10
- General Electrical Technology (Part 111)
- General Electrical Technology (Part VI)
- General Electrical Technology (for Girls) - Grade 12

RECOMMENDATION:

That the course offerings and process for consolidation in this report be approved for the 1987-88 academic year.

Prepared by: C. Waterman and the Programme Consolidation Committee

Submitted by: C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

THE COURSE OFFERING ORGANIZER

DESCRIPTION	NOTES
D. Shall be offered and scheduled in designated schools according to numbers.	1. If numbers appear to be insufficient, the Principal and Supervisor shall refer the matter to Academic Council. 2. Courses should be offered with a view to limiting the need for stacking and bilevelling. 3. Schools wishing to initiate full courses assigned to designated schools or components of such courses will after conducting an appropriate needs assessment, apply through the Supervisor and Superintendent of Curriculum & Special Services to the Composite Curriculum Committee and then to Academic Council.
C. May be offered and scheduled in each school according to numbers.	1. Courses offered in a school in 1986-87 shall be offered in 1987-88. After that time, the Principal may exercise discretion in offering these courses in his/her schools. However, before action is taken on any course, the following steps shall occur: i) when shaping the course selection sheet in the late fall, decisions on changes to course offerings shall be made after consultation with the Principal, Head and Supervisor, with final approval by the Area Superintendent, and in cases of special concerns by the Superintendent of Curriculum & Special Services. ii) when initial course tallies have been tabulated, changes shall occur after consultation with Principal, Head and Supervisor. iii) course deletion shall occur only after the courses' strength in neighbouring schools has been determined through consultation among Principals, Supervisor and Area Superintendents. the Superintendent of Curriculum & Special Services. 2. Courses should be offered with a view to limiting the need for stacking and bilevelling.
B. Shall be offered and may be scheduled in each school according to numbers.	1. If anticipated or actual numbers appear to be insufficient, the Head, after discussion with the principal shall notify the Supervisor. The Supervisor, Principal and Area Superintendents shall plan for a course's deletion or continuation having determined its strength in neighbouring composite schools. The Superintendent of Curriculum & Special Services will decide in cases of special concern. 2. Options if necessary: bilevelling, 2 year stacking, offering every other year.
A. Shall be offered and scheduled in each school.	1. Options if necessary: bilevelling, 2 year stacking, offering every other year.

APPENDIX "A"

PROPOSED COURSE OFFERINGS

1986 - 87

ROW	DESCRIPTOR	Grade 13
D	Shall be offered and shall be scheduled in designated schools according to numbers. If numbers appear to be insufficient, the Principal and Supervisor shall refer the matter to Academic Council.	*French Immersion* *Italian*
C	May be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the head's responsibility is to discuss the matter with the Supervisor.	*General Analysis* *Accounting (Introduction)* *Latin* *German* *French (Enriched)* *Dramatic Arts* *English Writing (Writer's Craft)* *Studies in Literature* *Engineering Graphics*
B	Shall be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the head's responsibility is to discuss the matter with the Supervisor.	*Music* *Accounting* *Visual Arts - Studio* *Physical and Health Education* *Economic Reasoning* *Biology* *Family Studies (The Canadian Family in Perspective)* *American History* *Relations and Functions or* *Algebra* *(whichever is not offered in Row A)*
A	Shall be offered and shall be scheduled in each school. OPTIONS WHERE NECESSARY: * bi -level * 2 Year stack * every other year	*Chemistry* *Physics* *English Language and Literature* *Calculus* *French* *Geography - World Issues (Geographical Interpretations)* *Canada in North America* *and one of:* *Relations and Functions or* *Algebra* *PLUS 2 COURSES FROM ROW B*

SUBJECT: BUSINESS EDUCATION

OW	DESCRIPTOR	GRADE 9	GRADE 10	GRADE 11	GRADE 12
D	Shall be offered and shall be scheduled in designated schools according to numbers. If numbers appear to be insufficient, the Principal and Supervisor shall refer the matter to Academic Council.				
C	May be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the head's responsibility is to discuss the matter with the Supervisor.			Courses not selected in Row B plus: General: Business Machine Applications	Courses not selected in Row B plus: General: Shorthand II Shorthand Transcription and Correspondence Marketing III Business Machine Applications II
B	Shall be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the head's responsibility is to discuss the matter with the Supervisor.	General: Introduction to Business	General: Keyboarding II Accounting Principles I Advanced: Accounting Principles I	General: Business English 4 of the following courses: General: Business Procedures I Shorthand I Data Processing Concepts Marketing I Consumer Education and Law Advanced: Accounting Principles II Data Processing Techniques	3 of the following: General: Business Procedures II Accounting Applications Marketing II Business Organization and Management Advanced: Systems Analysis and Design
A	Shall be offered and shall be scheduled in each school. OPTIONS WHERE NECESSARY: • bi -level • 2 Year stack • every other year	General: Keyboarding I			

SUBJECT: COMPUTER STUDIES

W	DESCRIPTOR	GRADE 9	GRADE 10	GRADE 11	GRADE 12
D	Shall be offered and shall be scheduled in designated schools according to numbers. If numbers appear to be insufficient, the Principal and Supervisor shall refer the matter to Academic Council.				
C	May be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the head's responsibility is to discuss the matter with the Supervisor.			General: Computer Technology	General: Computer Technology
B	Shall be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the head's responsibility is to discuss the matter with the Supervisor.		General: Introduction to Computer Studies Advanced: Introduction to Computer Studies	Advanced: Computer Science and Technology	Advanced: Computer Science
A	Shall be offered and shall be scheduled in each school. OPTIONS WHERE NECESSARY: • bi -level • 2 Year stack • every other year				

SUBJECT: ENGLISH

W	DESCRIPTOR	GRADE 9	GRADE 10	GRADE 11	GRADE 12
	Shall be offered and shall be scheduled in designated schools according to numbers. If numbers appear to be insufficient, the Principal and Supervisor shall refer the matter to Academic Council.	Basic: English as a Second Language	Basic: English as a Second Language	Basic: English as a Second Language Advanced: Dramatic Arts (Immersion)	
	May be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the head's responsibility is to discuss the matter with the Supervisor.		General: English Language Studies	Advanced: Dramatic Arts	General: Screen Education Advanced: English Dramatic Arts
B	Shall be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the head's responsibility is to discuss the matter with the Supervisor.			General: Dramatic Arts Business English or English (whichever is not offered in A)	General: Dramatic Arts
A	Shall be offered and shall be scheduled in each school. OPTIONS WHERE NECESSARY: • bi -level • 2 Year stack • every other year	General: English Advanced: English Basic: English	General: English Advanced: English Basic: English	General: English (ENG3G) English (ENG3G5) or Business English Advanced: English (ENG3A) English (ENG3A5)	General: English Advanced: English

SUBJECT: FAMILY STUDIES

DESCRIPTOR	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Shall be offered and shall be scheduled in designated schools according to numbers. If numbers appear to be insufficient, the Principal and Supervisor shall refer the matter to Academic Council.			General: Fashion Arts (Clothing) Fashion Arts (Design) Personal Services (Dental Science) Personal Services (Dental Clinical) Personal Services (Dental Assistance)	General: Fashion Arts (Clothing) Fashion Arts (Marketing) & Coop Personal Services (Dental Science) Personal Services (Dental Lab Procedures) Personal Services (Dental Administration) Office Procedures (Dental)
May be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the head's responsibility is to discuss the matter with the Supervisor.			General: Family Studies Coop	
Shall be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the head's responsibility is to discuss the matter with the Supervisor.		General: Personal Life Management Advanced: Personal Life Management		Two credits from: General: Family Relationships Personal Life Management Family Housing Advanced: Family Relationships Family Housing
Shall be offered and shall be scheduled in each school. OPTIONS WHERE NECESSARY: • bi -level • 2 Year stack • every other year	General: Family Studies (Learning for Living)		General: Family Studies (Parenting) Advanced: Family Studies (Family and Child - Child Studies)	

SUBJECT: GEOGRAPHY

ow	DESCRIPTOR	GRADE 9	GRADE 10	GRADE 11	GRADE 12
D	Shall be offered and shall be scheduled in designated schools according to numbers. If numbers appear to be insufficient, the Principal and Supervisor shall refer the matter to Academic Council.		Advanced: Geographie Canadienne (Immersion)		
C	May be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the head's responsibility is to discuss the matter with the Supervisor.			General: Geography - Regional Course not selected for use in Rows A or B	General: Geography - Regional Course not selected for use in Rows A or B
B	Shall be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the head's responsibility is to discuss the matter with the Supervisor.		Advanced: Geography - Europe and Asia General: Geography - Europe and Asia	Two courses not selected for use in Row A.	
A	Shall be offered and shall be scheduled in each school. OPTIONS WHERE NECESSARY: • bi -level • 2 Year stack • every other year	Advanced: Geography - Canada General: Geography - Canada		1 Advanced and 1 General level course from the following: Advanced: Geography - Physical Geography - Human Urban Studies General: Geography - Physical Urban Studies	

SUBJECT: HISTORY

W	DESCRIPTOR	GRADE 9	GRADE 10	GRADE 11	GRADE 12
	Shall be offered and shall be scheduled in designated schools according to numbers. If numbers appear to be insufficient, the Principal and Supervisor shall refer the matter to Academic Council.	Advanced: Histoire: Le Canada Moderne (Immersion)		Advanced: Man in Society (Immersion)	
	May be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the head's responsibility is to discuss the matter with the Supervisor.			Other History and Contemporary Studies Courses	Other History and Contemporary Studies Courses
B	Shall be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the head's responsibility is to discuss the matter with the Supervisor.		General: Legacy of the Ancient and Medieval World Advanced: Legacy of the Ancient and Medieval World	1 Senior Division History: G or A 1 Senior Division Contemporary Studies: G or A (reverse of what is offered in Row A)	
A	Shall be offered and shall be scheduled in each school. OPTIONS WHERE NECESSARY: • bi -level • 2 Year stack • every other year	General: Contemporary Canadian and World Concerns Advanced: Contemporary Canadian and World Concerns		1 Senior Division History: A or G 1 Senior Division Contemporary Studies: A or G	

SUBJECT: LANGUAGES

W	DESCRIPTOR	GRADE 9	GRADE 10	GRADE 11	GRADE 12
	Shall be offered and shall be scheduled in designated schools according to numbers. If numbers appear to be insufficient, the Principal and Supervisor shall refer the matter to Academic Council.	Advanced: French Immersion Histoire: Le Canada Moderne (Immersion) Science (Immersion)	Advanced: French Immersion Mathematiques (Immersion) Geographie Canadienne (Immersion)	Advanced: French Immersion Dramatic Arts (Immersion) Italian	Advanced: French Immersion Man in Society (Immersion) Italian
C	May be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the head's responsibility is to discuss the matter with the Supervisor.		Advanced: Latin or German	Advanced: Latin or German	Advanced: Latin or German
B	Shall be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the head's responsibility is to discuss the matter with the Supervisor.		General: French	General: French German or Latin	General: French German or Latin
A	Shall be offered and shall be scheduled in each school. OPTIONS WHERE NECESSARY: • bi -level • 2 Year stack • every other year	General: French Advanced: French	Advanced: French German or Latin	Advanced: French	Advanced: French

SUBJECT: MATHEMATICS

DESCRIPTOR	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Shall be offered and shall be scheduled in designated schools according to numbers. If numbers appear to be insufficient, the Principal and Supervisor shall refer the matter to Academic Council.		Advanced: Mathematics (Immersion)	Advanced: Mathematics (Immersion)	Advanced: Mathematics (Immersion)
May be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the head's responsibility is to discuss the matter with the Supervisor.				
Shall be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the head's responsibility is to discuss the matter with the Supervisor.			Advanced: Computer Science and Technology General: Mathematics for Technology	Advanced: Computer Science
Shall be offered and shall be scheduled in each school. OPTIONS WHERE NECESSARY: • bi -level • 2 Year stack • every other year	General: Mathematics Advanced: Mathematics Basic: Mathematics for Work and Home	General: Mathematics Advanced: Mathematics Basic: Mathematics for Work and Home	General: Mathematics for Business and Consumers Advanced: Mathematics	General: Mathematics Advanced: Mathematics

SUBJECT: MUSIC

ow	DESCRIPTOR	GRADE 9	GRADE 10	GRADE 11	GRADE 12
D	Shall be offered and shall be scheduled in designated schools according to numbers. If numbers appear to be insufficient, the Principal and Supervisor shall refer the matter to Academic Council.	Advanced: Music (Strings)	Advanced: Music (Strings)	Advanced: Music (Strings) General: Music (Keyboard)	Advanced: Music (Strings) Music (Keyboard) (Pilot)
C	May be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the head's responsibility is to discuss the matter with the Supervisor.			General: Music (Vocal)	General: Music (Vocal)
B	Shall be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the head's responsibility is to discuss the matter with the Supervisor.	Advanced: Instrumental Music or Introduction to Instrumental Music (whichever is not offered in Row A)	Advanced: Instrumental Music (AMU2A1) Instrumental Music (AMU2A2)	Advanced: Instrumental Music	Advanced: Instrumental Music
A	Shall be offered and shall be scheduled in each school. OPTIONS WHERE NECESSARY: • bi -level • 2 Year stack • every other year	Advanced: Introduction to Instrumental Music (Beginners) OR Instrumental Music (Experienced)			

SUBJECT: PHYSICAL AND HEALTH EDUCATION

ow	DESCRIPTOR	GRADE 9	GRADE 10	GRADE 11	GRADE 12
D	Shall be offered and shall be scheduled in designated schools according to numbers. If numbers appear to be insufficient, the Principal and Supervisor shall refer the matter to Academic Council.				General: Peer Helper
C	May be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the head's responsibility is to discuss the matter with the Supervisor.		General: Physical and Health Education (PEM2G2) Physical and Health Education (PEF2G2)		
B	Shall be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the head's responsibility is to discuss the matter with the Supervisor.				
A	Shall be offered and shall be scheduled in each school. OPTIONS WHERE NECESSARY: • bi -level • 2 Year stack • every other year	General: Physical and Health Education (PEM1G) Physical and Health Education (PEF1G)	General: Physical and Health Education (PEM2G) Physical and Health Education (PEF2G)	General: Physical and Health Education (PHM3G) Physical and Health Education (PHF3G)	General: Physical and Health Education (PHM4G) Physical and Health Education (PHF4G)

SUBJECT: SCIENCE

W	DESCRIPTOR	GRADE 9	GRADE 10	GRADE 11	GRADE 12
D	Shall be offered and shall be scheduled in designated schools according to numbers. If numbers appear to be insufficient, the Principal and Supervisor shall refer the matter to Academic Council.	Advanced: Science (Immersion)			General: Technological Science
C	May be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the head's responsibility is to discuss the matter with the Supervisor.		General: Environmental Science	General: Science - Integrated	General: Chemistry (Organic)
B	Shall be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the head's responsibility is to discuss the matter with the Supervisor.		General: Science Advanced: Science	General: Chemistry Biology Physics Courses not offered in Row A	
A	Shall be offered and shall be scheduled in each school. OPTIONS WHERE NECESSARY: • bi -level • 2 Year stack • every other year	General: Science (Introductory) Advanced: Science (Introductory)		Advanced: Chemistry Biology Physics General: One of the subjects offered from section B above.	

SUBJECT: TECHNOLOGICAL STUDIES

ROW	DESCRIPTOR	GRADE 9	GRADE 10	GRADE 11	GRADE 12
D	Shall be offered and shall be scheduled in designated schools according to numbers. If numbers appear to be insufficient, the Principal and Supervisor shall refer the matter to Academic Council.	General: Heating, Refrigeration and Air Conditioning	General: Instrumentation Heating, Regrigeration and Air Conditioning Plumbing	General: Instrumentation (TMI 3G1) Instrumentation (TMI 3G2) Heating, Refrigeration and Air Conditioning (TCH 3G1) Heating, Refrigeration and Air Conditioning (TCH 3G2) Plumbing (TCP 3G1) Plumbing (TCP 3G2)	General: Instrumentation (TMI 4G1) Instrumentation (TMI 4G2) Heating, Refrigeration and Air Conditioning (TCH 4G1) Heating, Refrigeration and Air Conditioning (TCH 4G2) Plumbing (TCP 4G1) Plumbing (TCP 4G2)
C	May be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the head's responsibility is to discuss the matter with the Supervisor.		Courses not selected from Row B General: Exploratory Shop Rounds	General: Auto Mechanics - Introduction Drafting Introduction Electrical Technology Mechanical Technology - Introd. Construction Technology - Introd. Computer Technology Electronics (Introduction) Courses not selected from Row B	General: Computer Technology Electronics (Introduction) Construction Technology III Auto Mechanics IV Electrical Technology V Mechanical Technology IV Construction Technology IV Courses not selected from Row B
B	Shall be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the head's responsibility is to discuss the matter with the Supervisor.		General: 3 of the following courses: Auto Mechanics Drafting Electricity Applied Machine Shop (Manufacturing) *Woodworking *Materials and Processes *where facilities exist	General: 3 of the following courses: Auto Mechanics I Drafting Mechanical I or Drafting Architectural I Electrical Technology I Mechanical Technology I	General: 3 of the following courses: Auto Mechanics III Drafting Mechanical III or Drafting Architectural IV Electrical Technology IV Mechanical Technology III
A	Shall be offered and shall be scheduled in each school. OPTIONS WHERE NECESSARY: • bi -level • 2 Year stack • every other year	General: 2 Credit Maximum from: *Exploratory Shop Rounds I *Exploratory Shop Rounds II or Auto Mechanics Drafting General Electricity Applied (Introd.) Machine Shop - Introduction *Woodworking *Materials and Processes *where facilities exist			

SUBJECT: VISUAL ARTS

OW	DESCRIPTOR	GRADE 9	GRADE 10	GRADE 11	GRADE 12
D	Shall be offered and shall be scheduled in designated schools according to numbers. If numbers appear to be insufficient, the Principal and Supervisor shall refer the matter to Academic Council.		General: Visual Arts - Drawing and Painting Visual Arts - General Crafts	General: Visual Arts - Drawing and Painting Visual Arts - General Crafts Visual Arts - Photography Visual Arts - Consumer Design	General: Visual Arts - Drawing and Painting Visual Arts - Sculpture Visual Arts - Photography Visual Arts - Information Design
C	May be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the head's responsibility is to discuss the matter with the Supervisor.			General: Visual Arts - Introductory I	
B	Shall be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the head's responsibility is to discuss the matter with the Supervisor.		General: Visual Arts - Comprehensive Advanced: Visual Arts - Comprehensive	General: Visual Arts - Comprehensive Advanced: Visual Arts - Comprehensive	General: Visual Arts - Comprehensive Advanced: Visual Arts - Comprehensive
A	Shall be offered and shall be scheduled in each school. OPTIONS WHERE NECESSARY: • bi -level • 2 Year stack • every other year	General: Visual Arts - Comprehensive			

REPORT OF THE

STUDY COMMITTEE RE VANIER ACCOMMODATION

Present: Mr. H. Paquin (Chairman);
Trustee Vine, Messrs. Desmarais and Massouh.

Also Present: Trustee Van Horne.

Officials Present: Mr. J. Penner (Business Administrator/Treasurer),
Mr. J. Singer (Deputy Administrator - Buildings),
Mr. R. Kennedy (Area Superintendent).

The Committee recommends:

PART I

(a) That the Study Committee re Vanier Accommodation recommends that Ecole Secondaire Georges P. Vanier be moved from the Southmount building to the Agnes Macphail Building and site, subject to modifications, at an approximate cost of $1,220,000.

Respectfully submitted,

Hubert Paquin,
Chairman.

Committee Room,
1986 09 03.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

1986 09 22

To:

The Chairman and Members,
Education Management Committee,
Board of Education,
HAMILTON, ONTARIO.

Ladies and Gentlemen:

REPORT FROM STUDY COMMITTEE RE:
G. P. Vanier Accommodation

The following motion was approved at a Special Meeting of the Education Management Committee of 1986-02-10 and carried at the regular Board of Education Meeting of 1986-03-13:

> That the Board of Education, with input from the French Language Advisory Committee, study the possibility of moving G. P. Vanier from the Southmount building to the Agnes MacPhail building.

A study committee, consisting of the following members was formed to examine the feasibility of this alternative accommodation for G. P. Vanier.

Committee Members:	Mr. H. Paquin (Chairman) Mrs. M. Lowe Mr. J. Desmarais Mrs. L. Vine
Officials:	Mr. J. Penner (Treasurer) Mr. J. Singer (Deputy Administrator - Buildings) Mr. R. Kennedy (Area Superintendent Mr. I. Massouh (Principal)

After a series of meetings, the following motion was carried:

> That the Study Committee re: Vanier Accommodation recommends that Ecole Secondaire Georges P. Vanier be moved from the Southmount building to the Agnes MacPhail building and site, subject to modification, at an approximate cost of $1,220,000.

...continued.../

The committee requested that the following information be provided:

Appendix 'A'	-	a revised capacity for Agnes MacPhail taking into consideration all renovations to the building.
Appendix 'B'	-	a review of enrolment forecasts for G. P. Vanier for the next 5 years.
Appendix 'C'	-	proposed renovation floor plans
Appendix 'D'	-	proposed renovation costs.
Appendx 'E'	-	cost analysis.

Prepared and submitted by: **Mr. R. A. Kennedy**

Mr. J. B. Singer

Approved by: **Mr. A. J. Krever**

A REVIEW OF STUDENT CAPACITY OF AGNES MACPHAIL

1. MINISTRY RATED CAPACITY

CLASSROOM TYPE	STUDENT CAPACITY	NUMBER OF ROOMS	TOTAL STUDENTS
Gymnasium	0	1	0
Library	0	1	0
Academic Classrooms	30	19	570
Science Classrooms	30	3	90
Small Size Academic Classrooms (Less than 700 sq.ft.)	27	3	81
Technical Classrooms	20	5	100
TOTAL MINISTRY OF EDUCATION RATED CAPACITY			841

2. HAMILTON BOARD OF EDUCATION RATED CAPACITY

Because of requirements in the collective agreement, the Ministry numbers regarding student capacity overstate the numbers of students which can be effectively housed in a school. The Hamilton Board capacity takes eighty percent of the Ministry number as a more reasonable number of student places.

HAMILTON BOARD OF EDUCATION CAPACITY

$$841 \times .80 = 673$$

3. CAPACITY VERSUS REQUIREMENTS

It would appear that, with a Hamilton Board of Education capacity of 673 for the renovated Agnes MacPhail building and with a principal's five year forecast of 525, the building should have no difficulty in meeting the needs of the French language community now served in the Southmount building.

A REVIEW OF ENROLMENT FORECASTS FOR G. P. VANIER

September, 1986

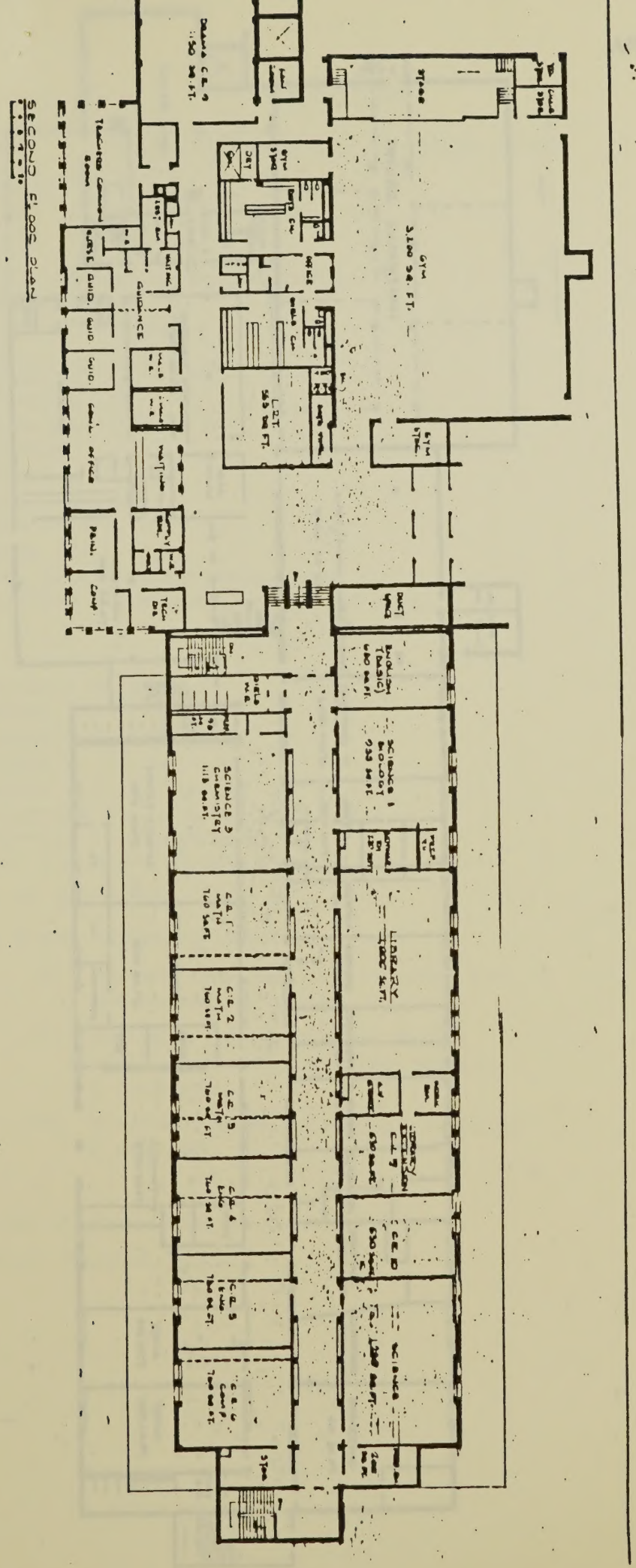
	Research Forecast For Sept. 1986	Actual Sept. 15 1986
Grade 9	111	100
Grade 10	87	100
Grade 11	78	91
Grade 12	69	79
Grade 13	40	41
TOTAL	385	411

Comment: Interim data indicates that students were retained in the middle three grades at G. P. Vanier for September, 1986, in larger percentages than have been retained in previous years. Whether this is a one year phenomenon or a change in trends can only be determined by actual enrolment analysis in the future.

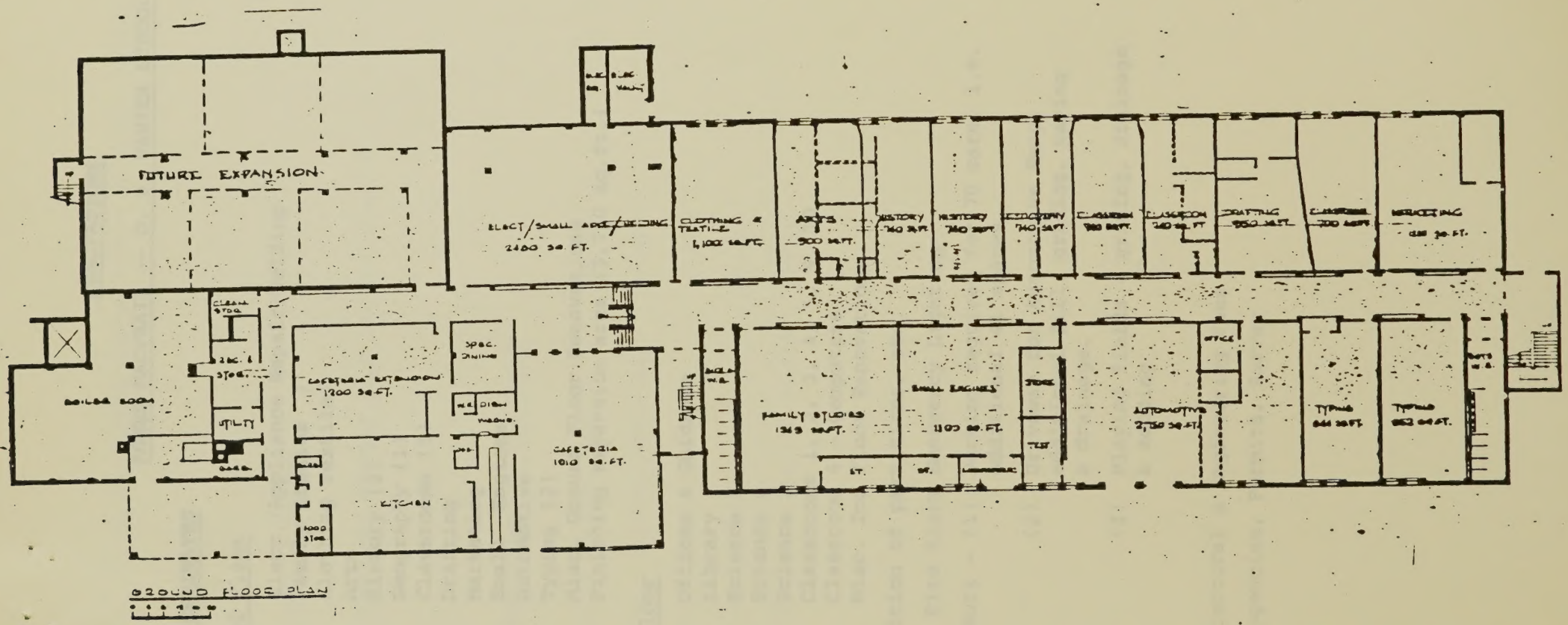
The Research Department expected (based on data to September, 1985) that G. P. Vanier would continue to hold a steady enrolment total at 390 $\pm$ 10 for the foreseeable future. This issue will be reviewed in mid - October, 1986. The principal is forecasting a steady increase of about 20 to 30 students per year to September, 1990, to total 525. Further work on forecasts will be required after the September 30, 1986, actuals are realized to confirm the principal's view.

Research Services Department
Hamilton Board of Education
September 16, 1986

APPENDIX 'C'



APPENDIX 'C'



PROPOSED RENOVATIONS FOR G. P. VANIER SCHOOL
AT AGNES MACPHAIL BUILDING

RENOVATIONS

AGNES MACPHAIL -- G. P. VANIER SCHOOL

COST ESTIMATES

Ground Floor	
Elect./Appliance Repair/Welding	$51,000
Family Studies)	
Clothing Textile)	45,000
Arts	31,000
History (2)	30,000
Geography (1)	17,000
Classrooms (3)	38,000
Drafting	14,000
Marketing	11,000
Small Engines	29,000
Automotive	50,000
Typing (2)	26,000
Misc. Ground Floor Renovations	10,000
Finishing expansion area (5,760 sq.ft.)	225,000
2nd Floor	
Offices & Guidance	22,000
Library	2,000
Science 1	5,000
Science 2	50,000
Science 3	50,000
Classrooms 1, 2, 3, 4, 5, 9, 10	62,000
Classroom 6 - Computers	16,000
Misc. 2nd Floor Renovations	15,000
Demolition of partitions, etc.	20,000
P.A., Fire Alarm Emergency Lighting	16,000
Site Work - (1) Parking required for 70 cars, i.e. additional 41 spaces.	
(2) Driveway for Automotive Shop, additional fill, grading, paving & drainage.	
(3) Playing fields - grading, drainage & sodding	130,000
	965,000
Architectural & Engineering Fees	90,000
Contingencies, Permits, Survey	45,000
	$1,100,000

next page

G. P. VANIER SCHOOL - Move to Agnes MacPhail

COST OF MOVING			$40,000
TEMPORARY STUDENT HELP (for packing)			10,000
FURNITURE AND EQUIPMENT			
(1)	Chairs, Aud.	8,000	
(2)	Library Shelving	15,000	
(3)	Drama Risers	2,000	
(4)	Welding	30,000	
(5)	Auto Part & access.	15,000	
			70,000
			$1,220,000

COST ANALYSIS OF RETAINING STATUS QUO VS MOVE TO AGNES MACPHAIL

OPTION 1 - Status Quo

	1st year	*2nd - 5th year	Total at the end
Southmount			
2/3 operating cost (1/3 paid by Separate School Board)	($294,000)	($1,176,000)	
Capital grant (285,000 x .67) assuming 5-year sharing agreement	200,000	---	
Agnes Macphail			
Rental ($54,000 sq. ft. @ $1.50)	81,000	324,000	
	(13,000)	(852,000)	($865,000)

OPTION 2 - (a) Vanier moved to Agnes Macphail
(b) Southmount rented to Separate School Board

Southmount			
Capital Grant ($777,500 x .67)	500,000	---	
Save Operating Costs	441,000	1,764,000	
Agnes Macphail			
Operating costs	(170,000)	(680,000)	
Lost Potential Rental	(81,000)	(324,000)	
	$690,000	$760,000	$1,450,000
Less Renovation & Misc. Costs			(1,220,000)
			$ 230,000

* No allowance for inflation

REPORT OF THE

FRENCH LANGUAGE ADVISORY COMMITTEE

Present: Mr. H. Paquin (Chairman);
Trustee Van Horne; Miss Lapointe; Mesdames Barker and Garon.

Also Present: Trustee Ruddle;
Mr. I. Massouh, Principal, G.P. Vanier Secondary School.
Mr. H. Bigras, Vice Principal
Mrs. Paulette Laforest-Norman, Supervisory Officer, French Language.

Officials Present: Mr. J. Penner (Deputy Business Administrator),
Mr. R. Kennedy (Area Superintendent).

The Committee recommends:

PART I

(a) That the election for French-speaking ratepayers take place on October 28th, 1986 at 7:30 p.m. in the auditorium of the Education Centre.

Respectfully submitted,

Hubert Paquin,
Chairman.

Committee Room,
1986 09 17.

Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

RE: ELEMENTARY CORE FRENCH PROGRAM
INCREASED INSTRUCTIONAL TIME

BACKGROUND

Policy Memorandum No. 58 of the Ontario Ministry of Education(see Appendix A), issued on June 2, 1986, established the following requirement for all Core French programs in the province:

"As of September,1987, students entering Grade 4 must receive French instruction in every year from Grade 4 to 8 and must have accumulated a minimum of 600 hours of French instruction by the end of Grade 8."

By Ministry definition, students in a Core French program study the French language for a minimum of 20 minutes per day up to a maximum of 40 minutes per day.

20 minutes/day =	60 hours/year
40 minutes/day =	120 hours/year

The Ministry requirement for students who start their Core French sequence in Grade 4 in September, 1987, is clear. These students are to receive 40 minutes of French instruction per day.

grade 4: 40 min./day = 120 hrs./yr.
grade 5: 40 min./day = 120 hrs./yr.
grade 6: 40 min./day = 120 hrs./yr.
grade 7: 40 min./day = 120 hrs./yr.
grade 8: 40 min./day = 120 hrs./yr.
600 hrs.

Hamilton's Core French program was expanded in September, 1985, to start in Grade 4 at 30 minutes per day. The instructional period increased to 40 minutes per day in Grade 5 in September, 1986, and will continue at 40 minutes per day (phasing out the 20 minute program in Grades 6, 7, 8) one year at a time. When fully implemented, this sequence will allow students to accumulate 570 hours by the end of Grade 8, 30 hours under the new Ministry requirement.

As a result, a recommendation was brought to the Education Management Committee on July 14, 1986, to increase the daily instructional period for Grade 4 Core French from 30 minutes to 40 minutes, effective September, 1987.

The members of EMC voted to refer the recommendation to the October meeting with a request that officials look at additional patterns for achieving the required 600 hours.

CORE FRENCH PROGRAMS IN OTHER BOARDS

Golden Horseshoe

The following sequences are either in place now or will commence in September, 1987:

Board	Starting Grade	Length of Period
Niagara South	Grade 4	40 min./day
Lincoln County	Grade 4	40 min./day
Wentworth Cty	Grade 4	40 min./day
H.W.R.C.S.S.B.	Grade 4	40 min./day
Halton County	Grade 4	40 min./day
Peel County	Grade 4	40 min./day
Waterloo Cty	Grade 4	40 min./day
Wellington Cty	Grade 4	40 min./day

Central Ontario

The following statistics were supplied by Mrs. Helen Mitchell, Education Officer with the Ontario Ministry of Education:

Starting Grade (Note: Some boards have more than one starting point)	1984-85	1985-86
JK	2 boards	2 boards
SK	3 boards	3 boards
Gr. 1	10 boards	10 boards
Gr. 2	0	0
Gr. 3	7 boards	7 boards
Gr. 4	15 boards	16 boards
Gr. 5	4 boards	4 boards
Gr. 6	7 boards	3 boards

Metro Toronto and beyond

Board	Starting Grade	Length of Period
Toronto	Grade 4	40 min./day
Scarborough	Grade 4	40 min./day (likely to be recommended)
North York	Grade 3	20 min./day (same in Gr.4, 40 min. periods start in Gr.5)
York	Grade 1	40 min./day
London	Grade 4	40 min./day
Carleton	SK	20 min./day
	Grade 1	40 min./day

RESEARCH RE: OPTIMAL AGE FOR STARTING CORE FRENCH

Research regarding an optimal age for starting Core French instruction is inconclusive. The neurological argument of Penfield and Lenneberg that second-language instruction should start in the primary grades has largely evaporated.[1] However, there is some evidence that younger children are socially more receptive to second-language involvement.[2] There is also strong support for the position that more time spent studying a second language increases the probability of greater achievement and sophistication in the language.[2] At the same time, research indicates that in many key respects the very young child is neither as efficient nor as successful in learning a second language as the older individual.[1]

1. The Best Age for Foreign-Language Training, Smythe, Stennett and Gardner, London Board of Education and University of Western Ontario, 1975 *

2. The York Region Core French Evaluation Project, O.I.S.E., 1983 *

PHILOSOPHY, PRACTICALITY AND EXPERIENCE

Before the recommendation was made to the Board to start Core French in Grade 4 effective September, 1985, other possible starting points and period lengths were investigated and rejected by staff - Grade 5, Grade 3, Grade 2, Grade 1 and Senior Kindergarten.

*Total text available from the Language Department upon request.

There is strong agreement among the Supervisor of Primary/Junior Education, the consultants in the primary and junior divisions, and the Supervisor of Languages that the primary curriculum should not be further fragmented by the introduction of a short period of Core French instruction each day.

The Ministry guideline for Core French programs dictates a balanced-skills approach for all divisions. Listening, speaking, reading and writing are to be developed concurrently. (A videotape to be used at the EMC meeting will demonstrate current classroom methods and the components of a 40-minute instructional period.) A period of 20 minutes was appropriate in the past when Core French objectives were based primarily upon the development of listening and speaking skills. More time per day is required to develop integrated reading and writing skills. Naturally the pace, structure and content of a 30 or 40-minute period in the junior division must respect the needs and attention span of the children.

Our present Core French learning materials for the junior division are based upon the 'immersion principle', i.e. a communicative approach incorporating concepts and subject content familiar to students from their studies in the primary and junior years. Our experience locally in implementing an expanded Core French program starting in Grade 4 has been very positive. This success is due to the strength of our teaching staff and to a large extent upon the learning materials being used. These materials are new and are designed to integrate the Core French experience with the total curriculum.

It is important to note that for Core French programs the learning materials listed in Circular 14 may or may not be used depending upon the accumulated hours of instruction. (See Appendix B). If the Board were to decide to implement Core French early in the primary division, we would have to choose different materials suitable for younger children. Once these children

entered the junior division, we would have to abandon the use of our present excellent materials because of the total hours of instruction accumulated in the primary division. As well, we would be establishing a third Core French sequence requiring curriculum change every year in subsequent grades.

Sequence 1: Grades 6 - 13 (OAC)

This sequence started in September, 1980, and will be fully implemented in 1988.

Sequence 2: Grades 4 - OAC

This sequence started in September, 1985. Grade-by-grade changes will be required each year until fully implemented in 1994-95.

Sequence 3: Early primary grades - OAC

This sequence would change sequence 2 completely once the students entered grade 4. Grade-by-grade changes in materials would be required each year thereafter.

OPTIONS AND COMMENTS

Based upon the preceding points, the following options appeared to be the most reasonable for consideration in determining a sequence totalling at least 600 hours by the end of Grade 8:

Option 1

Grade 3:	20 min./day
Grade 4:	30 min./day
Grade 5-8:	40 min./day

Total elementary sequence = 630 hrs.

Comments

- 20 minutes per day in Grade 3 are insufficient to implement a well-balanced 4-skill approach which is communicative in nature, based upon "hands-on" activities and integrated with the subject content of the rest of the curriculum.

- In 1986-87 approximately one-third of all grade 3 and 4 classes are double grades. Timetabling to accommodate itinerant Phys. Ed., itinerant Music, recess, learning resource

teachers, teacher release time and various lengths of Core French instruction would be difficult and would create a very confused environment and program for children.

Option 2

Grade 3:	30 min./day
Grade 4:	30 min./day
Grades 5-8:	40 min./day

Total elementary sequence = 660 hrs.

Comments

- 30 minutes per day in Grades 3 and 4 provide a minimally adequate amount of time to implement the Core French Program.

- Current Grade 4 materials could be considered for use in Grade 3, but the Board would have to duplicate its purchase of textbooks and materials in grade 3 and in every year thereafter since a 'double cohort' would be established.

- The difficulties of timetabling and the complexities of programming would fragment the school day as with Option 1. This is particularly true of double grades.

Option 3

Grades 4-8: 40 min./day

Total elementary sequence = 600 hrs.

Comments

- 40 minutes per day are most appropriate to the nature and demands of the program.

- A period of 40 minutes per day is consistent with the goals of the Ministry of Education and with the sequences established by a majority of neighbouring Boards.

- This option is cost-efficient in terms of course materials. Existing materials need not be replaced nor augmented.

C: Long Range Financial Impact

Grants Based on Accumulated Hours of Instruction

OPTION I

	Hours Per Year of French	TOTAL ACC Hrs Per Year	Per Pupil Base Grant
GR 3	60	0	$113
GR 4	90	60	$113
GR 5	120	150	$168
GR 6	120	270	$168
GR 7	120	390	$232
GR 8	120	510	$232
TOTAL	630		

OPTION II

	Hours Per Year of French	TOTAL ACC Hrs Per Year	Per Pupil Base Grant
GR 3	90	0	$113
GR 4	90	90	$113
GR 5	120	180	$168
GR 6	120	300	$168
GR 7	120	420	$232
GR 8	120	540	$232
TOTAL	660		

OPTION III

	Hours Per Year of French	TOTAL ACC Hrs Per Year	Per Pupil Base Grant
GR 3	0	0	0
GR 4	120	0	$113
GR 5	120	120	$168
GR 6	120	240	$168
GR 7	120	360	$232
GR 8	120	480	$232
TOTAL	600		

NOTES

(1) Per Pupil Base Grant must be adjusted by multiplying by the H.B.E. grant weighting factor of .64. Amounts shown here are 1986 dollar values.

(2) There is no change in the per pupil grant allowances for grades 5 to 8 resulting from choosing any one of the above plans in preference to the other two.

Research Services Department
Hamilton Board of Education
September 15, 1986.

Recommendation:

When all of the preceding factors are taken into account, it is recommended:

That effective September, 1987, the Core French program in Grade 4 be increased from 30 to 40 minutes of daily instruction.

Prepared by: John C. Hill,
Supervisor of Curiculum & Instruction
(Languages)

Owen Jackson, Supervisor, Research Services

Submitted by: C. G. W. McKague.
Superintendent of Curriculum & Special Services

Approved by: A. J. Krever,
Director of Education

APPENDIX A

Ministry of Education
Ontario

Issued under the authority of the Deputy Minister of Education

Policy/Program Memorandum No. 58

Date of Issue: June 2, 1986

Effective: Until revoked or modified

Subject: ELEMENTARY SCHOOL CORE FRENCH PROGRAMS

Application: Regional Directors
Directors of Education
Principals of Schools

Reference: Policy/Program Memorandum No. 17, revised 1982.

Since 1966, when Ontario's first guideline for elementary school French was published, each school board has largely determined the extent of its own Core French program. As a result, the opportunity to study French as a subject is not the same for students across the province. In some cases, special provision has to be made for students who are transferring from one board to another to enable them to complete a Core French program.

The Ministry of Education has recommended since 1977 that Core French programs begin not later than Grade 4 and provide a total of 600 hours of French instruction by the end of Grade 8. These programs have been encouraged through special grants. Enrolment in French has increased to the point where, in the current school year, almost 90 per cent of Ontario students in publicly supported schools are studying French by Grade 4.

In 1984, 99 per cent of students in Grades 7 and 8 were receiving French instruction under the jurisidiction of their school boards. At that time, the Ministry of Education established the requirement in Ontario Schools, Intermediate and Senior Divisions that pupils in these grades study French.

Local support for Coré French programs in the Junior Division is now widespread. To further the equality of educational opportunity across the province, it has been decided that English-speaking students will study French in Grades 4 to 8. As of September 1987, students entering Grade 4 must receive French instruction in every year from Grade 4 to 8 and must have accumulated a minimum of 600 hours of French instruction by the end of Grade 8. Exceptions might include the few individuals whose interests, in the opinion of their parents or guardians (after consultation with the principal), are best served by exemption from the program.

The decision to introduce Core French programs before Grade 4 remains with the local school board.

This policy will give Ontario students in English-language schools the opportunity to develop a basic command of French, which can be expanded through further study or through contact with French-speaking people.

Listings for French as a Second Language in *Circular 14, 1986*

This chart, which lists textbooks by divisions, should be used in conjunction with *Circular 14: Textbooks, 1986* and the guideline *French, Core Programs, 1980* in planning courses in French as a second language for 1986-87. The chart is intended as an aid for administrators and teachers in selecting texts from *Circular 14, 1986* and will help to ensure the development of well-sequenced core programs that are consistent with the guideline *French, Core Programs, 1980*.

The accumulated hours of French study that students should have *before* they begin to use each textbook or kit are indicated. In secondary schools, the accumulated hours refer to advanced-level courses. School boards using or planning to use materials for advanced-level core French courses that do not conform to the hours indicated must obtain approval from the ministry.

When selecting texts for use at the general and basic levels, adjustments will have to be made to meet the specific needs and interests of the students. Texts approved for Grade 9 basic-level courses only are indicated on the chart.

Where a board produces and uses its own materials, it should ensure that permission has been obtained for the inclusion of any copyright materials. Any published materials that are subsequently introduced must be sequential with the board materials that preceded them.

Ouvrages destinés à l'enseignement du français langue seconde figurant dans la *Circulaire 14, 1986*

Le présent tableau contient une liste de manuels de français répartis par cycles. Il est conçu de façon à être utilisé conjointement avec la *Circulaire 14. Manuels scolaires, 1986* et le programme-cadre *French, Core Programs, 1980* pour la planification des cours de français langue seconde de l'année 1986-1987. Le tableau a pour objet d'aider les administrateurs et les enseignants à choisir dans la *Circulaire 14, 1986* des manuels qui leur permettront de mettre en place des programmes de base suivis répondant aux exigences du programme-cadre *French, Core Programs, 1980*.

Le nombre d'heures de français que doivent avoir accumulé les élèves *avant* de commencer à se servir d'un manuel ou d'une trousse y est indiqué. Dans le cas des écoles secondaires, il s'agit des heures accumulées dans des cours de niveau avancé. Les conseils scolaires qui utilisent ou projettent d'utiliser du matériel conçu pour les cours de français de base au niveau avancé sans que les élèves aient accumulé le nombre d'heures indiqué doivent obtenir l'approbation du ministère.

Il sera nécessaire, lorsqu'on choisira des manuels pour les niveaux général et fondamental, de faire les adaptations appropriées afin de répondre aux besoins et aux intérêts des élèves. Le tableau signale les manuels qui n'ont été approuvés que pour les cours de 9e année de niveau fondamental.

Lorsqu'un conseil scolaire produit et utilise son propre matériel pédagogique, il doit s'assurer que l'on ait obtenu la permission d'y inclure tout matériel protégé par des droits d'auteur. Tout matériel publié qui est introduit ultérieurement doit faire suite à ce qui a déjà été utilisé par le conseil.

Ministry of Education / Ministère de l'Education — Ontario

Textbooks/Manuels scolaires 1986 French Core Programs

Primary Division Cycle primaire [Gr. 1-3/1re-3e]	Junior Division Cycle moyen [Gr. 4-6/4e-6e]	Intermediate Division Cycle intermédiaire [Gr. 7-8/7e-8e]	Intermediate Division Cycle intermédiaire [Gr. 9-10/9e-10e]	Senior Division Cycle supérieur [Gr. 11-12/11e-12e]	SSHGD/OAC DESS/CPO [Gr. 13/13e]
Title / Titre — Accumulated hours / Heures accumulées	Title / Titre — Accumulated hours / Heures accumulées	Title / Titre — Accumulated hours / Heures accumulées	Title / Titre — Accumulated hours / Heures accumulées	Title / Titre — Accumulated hours / Heures accumulées	Title / Titre — Accumulated hours / Heures accumulées
Bonjour Canada! Autour de moi [0]	Bonjour Canada! Autour de moi [0]				
	Bonjour Canada! Parlons chiffres [60-90]				
	Bonjour Canada! À vos marques [120-180]				
	Explorations 1: Ça tourne [180-300]	Explorations 1: Ça tourne [180-300]			
		Explorations 2: Quelles nouvelles? [300-420]	Explorations 2: Quelles nouvelles? [300-420]		
Dimoitou 1 [0]					
		*Carrefour canadien 1 [180-240]	*Carrefour canadien 1 [180-240]		
			*Carrefour canadien 2 [300-480]	*Carrefour canadien 2 [300-480]	
		En français s'il vous plaît A: À vos places! [360-600]	En français s'il vous plaît A: À vos places! [360-600]		
		En français s'il vous plaît B: Attention! [480-720]	En français s'il vous plaît B: Attention! [480-720]	-	En bonne forme, 3rd ed. [600+]
			En français s'il vous plaît C: Partez! [600-840]	En français s'il vous plaît C: Partez! [600-840]	
			En français s'il vous plaît D: À toute vitesse [720-960]	En français s'il vous plaît D: À toute vitesse [720-960]	
				En français s'il vous plaît E: Ça y est [840+]	En français s'il vous plaît E: Ça y est [840+]
					French for Oral and Written Review [600+]
Le français en action: Mon nouveau monde [0]	Le français en action: Mon nouveau monde [0]				
		Le français international 1 [0-60]			
		Le français international 2 [120-180]	Le français international 2 [120-180]		
		Le français international 3 [240-300]	Le français international 3 [240-300]		
			Le français international 4 [360-480]	Le français international 4 [360-480]	
				Le français international 5 [480-600]	
				Le français international 6 [600-720]	Le français international 6 [600-720]
			Le français pratique [B/F]		
					Grammaire française [600+]

Le français partout: Aux des petits, rev. ed. [0]					
Le français partout: Petit monde [0-60]					
				Panorama Canada 1 [360-480]	
				Panorama Canada 2 [540-660]	
			Panorama de la grammaire française [480-720]	Panorama de la grammaire française [480-720]	
		Passeport français 1: en route [60-120]			
		Passeport français 2: salut! [120-180]			
		Passeport français 3: bon voyage! [180-240]	Passeport français 3: bon voyage! [180-240]		
		Passeport français 4: c'est la vie! [240-300]	Passeport français 4: c'est la vie! [240-300]		
			Passeport français 5: dis donc! [300-360]	Passeport français 5: dis donc! [300-360]	
			Passeport français 6: de nos jours [360-420]	Passeport français 6: de nos jours [360-420]	
			Passeport français 7: à l'avenir [480-540]	Passeport français 7: à l'avenir [480-540]	
				Passeport français 8: bonne chance! [600-660]	
			Pourquoi pas! Book One [B/F]		
R.S.V.P. 1: Allons-y [0]	R.S.V.P. 1: Allons-y [0]				
	R.S.V.P. 2: Ça roule! [90-120]				
	R.S.V.P. 3: À grands pas! [180-240]				
Vive le français! Promenades 1 [0]	Vive le français! Promenades 1 [0]				
Vive le français! Promenades 2 [60-120]	Vive le français! Promenades 2 [60-120]				
	Vive le français! Horizons 1 [120-240]	Vive le français! Horizons 1 [120-240]			
	Vive le français! Horizons 2 [180-360]	Vive le français! Horizons 2 [180-360]			
	Vive le français! 1 [0]	Vive le français! 1 [0]			
	Vive le français! 2 [90-240]	Vive le français! 2 [90-240]			
		Vive le français! 3 [180-360]	Vive le français! 3 [180-360]		
			Vive le français! 4 [300-600]		
			Vive le français! 5 [420-720]	Vive le français! 5 [420-720]	
				Vive le français! 6 [540-840]	
				Vive le français! 7 [660-960]	Vive le français! 7 [660+]

*Approved for limited time only/Approuvé pour une durée limitée.
[B/F] Approved for use with Grade 9 basic-level courses only/Approuvé uniquement pour les cours de 9e année de niveau fondamental.

Education Centre
100 Main Street West
Hamilton, Ontario
1986 09 25

To the Chairman and Members
Education Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

PART II

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Carol B. Kippers, 1986 09 29 to 1987 01 23

Carol A. Massey, 1986 09 02 to 1986 10 10

(b) That the requests of the following teachers for a Maternal Leave of Absence, effective as shown, be granted in accordance with the conditions governing Maternal Leaves:

Kathy L. Lenz, 1986 10 27 to 1987 02 20

Kari I. Morrow-Floren, 1986 10 06 to 1987 01 30

(c) That the request of the following teacher for extension of their Leave of Absence, effective as shown, be granted:

Deborah A. Smith, 1986 09 29 to 1987 08 31

(d) That the dates for a Maternal Leave of Absence for Angela Mouriopoulos, approved at a previous meeting, be changed to read 1986 09 29 to 1987 01 23.

(e) That the following trip be approved:

(i) Bennetto, Grade 8, Quebec City, 1986 11 05-08. [Wednesday to Saturday]

Superintendent of Curriculum & Special Services

(a) That up to 5 teachers attend the "Ontario Association of Geographers and Environmental Educators" to be held at Toronto, Saturday, 1986 10 18 and that $50.00 each be paid towards registration and expenses.

(b) That three teachers attend the "Ontario Association of Geographers and Environmental Educators Conference" to be held at Toronto, Friday, 1986 10 17 to Saturday, 1986 10 18 and that $70.00 each be paid towards registration and expenses.

(c) That one primary and one junior consultant attend the "Celebrate Literacy Conference" to be held at Toronto, Friday, 1986 10 17 to Saturday, 1986 10 18 and that $90.00 each be paid towards registration and expenses.

(d) That 3 teachers attend the "86 Ontario Physical and Health Educators Association Conference" to be held at Orillia, Ontario, Thursday, 1986 10 16 to Saturday, 1986 10 18 and that $200.00 each be paid towards registration and expenses.

(e) That 8 principals and 1 vice-principal attend the "Junior Division Conference 4 and 5 - The Principal as Change Agent" to be held at Mississauga, Tuesday, 1986 10 21 and Wednesday, 1986 11 19 and that $40.00 each be paid towards registration and expenses.

(f) That 6 teachers attend the "Adopted Physical Education Certification Workshop" to be held at Hamilton, Tuesday, 1986 11 04 to Thursday, 1986 11 06 and that $105.00 each be paid towards registration and expenses.

(g) That the action of the Superintendent of Curriculum & Special Services in permitting 2 teachers to attend the "Images and Self Projection for Professional Women" held at Hamilton, Thursday, 1986 09 18 and that $95.00 each towards registration be paid, be approved. (Staff Development)

(h) That one principal attend "The Art of Negotiating Conference" to be held at Hamilton, Thursday, 1986 10 30 and that $95.00 be paid towards registration (Staff Development).

(i) That 3 teachers attend the "Ontario History and Social Sciences Teachers' Association Conference" to be held at Toronto, Thursday, 1986 10 23 to Friday, 1986 10 24 and that $120.00 each be paid towards registration and expenses.

(j) That 4 teachers attend the "10th Annual Conference of the Canadian Association of Immersion Teachers" to be held at Ottawa, Thursday, 1986 11 06 to Saturday, 1986 11 08 and that $365.00 each be paid towards registration and expenses.

(k) That 15 teachers attend the "Ontario Physical and Health Education Association Niagara Conference" to be held at St. Catharines, Friday, 1986 11 07 and that $35.00 each be paid towards registration and expenses.

(l) That 2 teachers attend the "Pragmatic Prevention of Drug Abuse Conference" to be held at Toronto, Thursday, 1986 11 20 to Friday, 1986 11 21 and that $105.00 each be paid towards registration and expenses.

(m) That one teacher attend the "Sexual Assault Symposium" to be held at St. Catherines, Wednesday, 1986 10 15 and that $40.00 be paid towards registration and expenses.

(n) That 7 principals or vice-principals be permitted to attend the "Ontario Principals' Association Conference in Toronto, Friday, 1986 10 24 and that $75.00 each be paid towards registration and expenses. (Staff Development)

(o) That the action of the Superintendent of Curriculum & Special Services in permitting up to 5 teachers to attend the "Rec. Ed. Conference" held at Scarborough, Saturday, 1986 09 27 and that $45.00 each towards registration be paid, be approved.

(p) That 7 Middle school teachers and 3 Junior school teachers attend sections of, or all of the "Science for Everyone Conference, sponsored by the Science Teachers' Association of Ontario" to be held at Toronto, Thursday, 1986 11 06 to Saturday, 1986 11 08 and that $100.00 each be paid towards registration and expenses.

(q) That one teacher attend the "Ontario Association for Curriculum Development Conferenc to be held at Toronto, Thursday, 1986 11 13 to Saturday, 1986 11 15 and that $200.00 be paid for registration and expenses.

(r) That one teacher attend the "Symposia Series '86" to be held at Toronto, Friday, 1986 11 07 and that $50.00 be paid towards registration.

(s) That one teacher attend the "Ontario Association of Geographers and Environmental Educators Conference" to be held at Toronto, Friday, 1986 10 17 and that $30.00 be paid toward registration.

(t) That one principal attend "The Principal - The Complexity of the Task" to be held at Toronto, Thursday, 1986 10 23 to Friday, 1986 10 24 and that $75.00 be paid towards registration and expenses. (Staff Development)

Associate Superintendent of Curriculum and Special Services

(a) That up to 20 special education teachers attend the 30th Annual Conference of the Ontario Federation of Chapters - Council for Exceptional Children to be held in Kitchener on Thursday, 1986 10 23 and/or Friday, 1986 10 24, and that $1200 be set aside to be paid towards the cost of registrations and expenses.

(b) That two elementary teachers attend the Canadian Association of French Immersion Teachers Conference to be held in Ottawa on Friday, 1986 11 07 and Saturday, 1986 11 08, and that $400 each be paid towards the cost of registration and expenses.

REQUEST RE: "FOUR OVER FIVE" PLAN

(a) That approval be granted for the request of Roger Baxter for a Leave of Absence under the Salary Holdback Plan ("4 Over 5") of the Elementary School Collective Agreement for the 1989-1990 school year, effective 1989 09 01 to 1990 08 31.

REPORT OF THE

TRAINABLE RETARDED CHILDREN'S ADVISORY COMMITTEE

Present: Canon J. Rogers (Chairman);
Trustee Deans; Drs. Jacobs and Morris.

Also Present: Trustees Baskin and Ruddle.

Officials Present: Mr. P. Beveridge (Associate Superintendent of Curriculum and Special Services)
Mrs. T. Fulton (Administrative Assistant to the Director),
Mr. E. Hipkiss (Special Education Consultant)

The Committee recommends:

PART II

(a) That the Advisory Committee for the Trainable Retarded be continued for one year.

Respectfully submitted,

Canon J. Rogers,
Chairman.

Committee Room,
1986 09 22.

AGENDA

EDUCATION MANAGEMENT COMMITTEE

1986 11 04

Confirmation of the minutes of the last regular and special meeting of 1986 10 09.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Director re: Meeting with McMaster University President (referred from October E.M.C. - 1986 09 30.) - report ready for December meeting.

NEW BUSINESS:

1. Recommendations of the Director of Education - **Pages 1 & 2**
2. Correspondence from The Hamilton-Wentworth Roman Catholic Separate School Board re: St. Emeric School - **Page 3.**
3. Speech and Language - Service Delivery Model - **Pages 4-8.**
4. Report from the Officials re: Meetings of the Budget Review Committee re: Program Staffing - **Page 9.**
5. Report of the Discipline Committee - **Pages 10 & 11.**
6. Report of the Special Education Advisory Committee.

PART I

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: Westdale Music Program - **Page 12.**

NEW BUSINESS:

1. Recommendations of the Director of Education - **Pages 13-16.**
2. Requests re: "4 Over 5" Plan - Charlotte Crouch.
   Helen Valenzuela - request to withdraw. — **Page 17.**
3. Technological Studies Report - Proposed Five Year Plan - **Pages 18-62.**
4. Staffing Report - **Pages 63-71.**

PART II

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: Trainable Retarded Children's Advisory Committee - **Pages 72-74.**

NEW BUSINESS:

1. Recommendations of the Director of Education - **Pages 75-77.**

2. Staffing Report - **see Pages 63-71.**

3. Science in Primary and Junior Education - **Pages 78-83.**

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1986 11 04

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

(a) That a member of Senior Management attend the American Association of School Administrators 1987 Annual Convention to be held at New Orleans, Friday, 1987 02 20 to Monday, 1987 02 23, and that registration and expenses be paid according to policy.

(b) That an Area Superintendent attend the OAEAO Education Law In Ontario Series, to be held at Toronto commencing Wednesday, 1986 11 12 and that registration and expenses be paid.

(c) That one Superintendent attend the workshop/conference the "Edmonton Experience II" to be held at Edmonton, Tuesday, 1986 11 11 to Friday, 1986 11 14, and that expenses be paid according to policy.

Superintendent of Operations

(a) That the provision of an Employee Assistance Program be adopted as a policy of the Board to be incorporated on an on-going basis.

Superintendent Curriculum and Special Services

(a) That the Supervisor of Computer Studies attend the "Provincial Symposium on Computers in Education Conference" to be held at Toronto, Wednesday, 1986 11 19 to Thursday, 1986 11 20 and that $120 be paid towards registration.

(b) That the Superintendent of Curriculum and Special Services and one Consultant of Computer Studies, attend the "Provincial Symposium on Computers in Education Conference" to be held at Toronto, Wednesday, 1986 11 19 and that $60 each be paid towards registration.

(c) That the Supervisor of Mathematics and two Math Consultants attend "The Ontario Mathematics Coordinators' Association Mathematics Consultants' Seminar" to be held at Toronto, Friday, 1986 11 21 and that $50 each be paid towards registration.

(d) That two Physical and Health Education Consultants attend the "Effective Marketing of Physical and Health Education Programs" to be held at Toronto, Friday, 1987 02 20 and that $105 each be paid towards registration and expenses.

(e) That the Staff Development Leader attend the "Women in Education Administration Ontario 5th Annual Conference - Women, Leadership, Change" to be held at Toronto, Thursday, 1986 11 06 (evening) to Friday, 1986 11 07 and that $115 be paid towards registration and expenses. (staff development)

(f) That one Area Superintendent and the Supervisor of Languages attend the "Ontario School Trustees' Council F.S.L. Conference" to be held at Toronto, Thursday, 1986 12 11 to Friday, 1986 12 12 and that $230 each be paid towards registration and expenses.

(g) That one Computer Studies Consultant attend the "Classroom Data File Management Watcom Seminar" to be held at Waterloo, Thursday, 1986 11 06 to Friday, 1986 11 07 and that $190 be paid towards registration.

(h) That the action of the Superintendent of Curriculum and Special Services in permitting the Supervisor of Technological Education to attend "The Ontario Technical Co-ordinators' Association Annual Meeting" to be held at Sudbury, Wednesday, 1986 10 29 to Friday, 1986 10 31 be approved, and that expenses be paid according to policy.

(i) That a grant application in the amount of $63,808 to Canada Employment and Immigration - Job Development for three graphic artists for the 1987 calendar year at no cost to the Board, be approved.

Associate Superintendent Curriculum and Special Services

(a) That one Adjustment Counsellor attend the "Managing Troubling Behaviour Workshop" to be held in Hamilton on Thursday, 1986 11 13 and Friday, 1986 11 14, and that the registration fee of $140 be paid.

(b) That one Special Education Consultant attend the Canadian Conference on Thinking to be held at Toronto from Wednesday, 1986 11 19 to Friday, 1986 11 21, and that $240 be paid towards the cost of registration and expenses.

(c) That one Special Education Consultant attend the School-to-Work Transition Conference at Toronto on Thursday, 1986 12 04 and Friday, 1986 12 05 and that $80 be paid towards the cost of registration and expenses.

(d) That the Supervisor of Media Services attend the Canadian Library Association's Seminar on Microcomputers to be held at Toronto, Friday, 1987 01 23 and that $110 be paid towards the cost of registration and expenses.

(e) That one Outdoor Education Teacher attend the Project Wild Leadership Workshop to be held at Dorset from Wednesday, 1986 12 17 to Friday, 1986 12 19, and that $95 be paid towards the cost of registration and expenses.

(f) That one Special Education Consultant attend the Exemplary Practice in Special Education Conference to be held at Toronto from Wednesday, 1986 12 03 to Friday, 1986 12 05, and that $145 be paid towards the cost of registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

-as

The Hamilton-Wentworth Roman Catholic Separate School Board
Le Conseil des Écoles Séparées Catholiques de Hamilton-Wentworth

90 MULBERRY ST., P.O.BOX 2012 HAMILTON, ONTARIO, CANADA L8N 3R9
416 525-2930

October 21st, 1986

The Board of Education
for the City of Hamilton
100 Main Street West
P.O. Box 558
HAMILTON, Ontario
L8N 3L1

Attention: Mr. J. Penner

Dear Mr. Penner:

The Hamilton-Wentworth Roman Catholic Separate School Board has declared the following school abandoned, effective July 10, 1986:

ST. EMERIC SCHOOL
35 Brant Street
HAMILTON, Ontario

This school is no longer required for classroom purposes and is available for sale or lease.

The Minister of Education has established a procedure whereby a Board, when selling, leasing or otherwise disposing of a school building, must give first right of refusal to another Board in the area.

Please advise whether or not your Board would be interested in the purchase or lease of this school building and site.

Yours very truly,

S. Simon,
Superintendent of Finance

SS:sb

100 Main Street West
Hamilton, Ontario
1986 11 04

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: PROPOSED DELIVERY MODEL FOR SPEECH/LANGUAGE SERVICES 1986-1987

FORMER MODEL

. For many years, the Hamilton Board of Education employed eight speech correctionists to service students with mild articulation problems.

. The students with more severe articulation language disorders were serviced by speech/language pathologists in community clinics and hospitals.

. By 1983, in anticipation of Bill 82 - Responsibility Legislation - the need for more expertise in the complex area of speech and language disorders was recognized by the Hamilton Board. Therefore, in 1983, a speech/language pathologist was hired to replace a retiring speech correctionist. Since the hiring of the first, two additional speech/language pathologists have been employed thereby replacing retiring speech correctionists but maintaining the total staff of eight.

. During the past summer, the following changes in speech and language personnel occurred:

  . Miss Margaret Laidlaw, speech correctionist, retired early
  . Miss Donna Gowans, speech correctionist, passed away
  . Mrs. Mary Ellen Thompson, speech/language pathologist, resigned to pursue her doctorate

With the hiring of a speech/language pathologist as of 1986 10 09 to replace Mrs. Thompson, the Speech and Language Services staff now consists of three speech/language pathologists and three speech correctionists for a total of six staff.

LEGISLATION AND OTHER REASONS FOR REVIEW OF FORMER MODEL

Prior to replacing staff, the model for delivery of speech and language services was reviewed for the following reasons:

A. **Mild articulation disorders in young students (1-3 sounds in error) -**

1. are often developmental in nature; that is, approximately 50% of students should self-correct in primary grades;
2. do not affect intelligibility (the listener's ability to understand the student's speech);
3. do not not usually adversely affect the student's academic performance;
4. are not considered to require lengthy remediation (Hodson, 1985; Ingram, 1979; Ontario Speech and Hearing Association).

Therefore, mild articulation problems represent a small part of the total needs for speech and language resources.

B. **Responsibility for delivery of speech and language pathology services is shifting to school boards.**

1. Bill 82 - Responsibility Legislation (effective September, 1985)

   School boards are now responsible for meeting the needs of students with exceptionalities that impede academic performance. Moderate to severe speech/language disorders do adversely affect academic performance.

   . demands of early curriculum are largely linguistic in nature
   . these demands increase in later school curriculum
   . research shows children with early oral language problems later exhibit reading, writing and spelling problems (Jansky et al, 1972; Kavanaugh and Mattingly, 1972)

2. Memorandum 81 (Tri-Ministry "Guidelines for the Provision of Speech and Language Services", July, 1984) designated the Ministry of Education to have primary responsibility for:
   . language disorders
   . articulation disorders without known medical cause
   . developmental delay
   . autism
   . hearing impaired
   . stuttering (shared responsibility with Ministry of Health)

   As a result of Memorandum 81, outside agencies are referring many school-aged children to the Hamilton Board for speech and language services.

C. **Recent Studies**

Recent studies support the strategy that students with speech and language difficulties are best served within the school setting (Feinberg, 1981; Holland, 1975; Bashir et al, 1983). Provision of these services in hospital and community settings are problematic because:

. some students lose excessive instruction hours in transit from school to agency for therapy,

. some students receive no service because their parents are unable to transport them to outside agencies,

. strategies learned in therapy are difficult to transfer to the classroom because of limited availability of the speech/language pathologist to the teacher. The most effective learning of new speech and language skills occurs when integrated throughout the day, in class as well as at home.

D. **Greater Awareness**

Our educational staff is becoming more aware of the nature and scope of language problems. This is creating an increasing demand for speech and language pathology services within the school setting.

E. **Needs Assessment**

A Needs Assessment completed in 1985-86 by the speech/language pathologists clearly indicated a large identified need for speech and language pathology services which is currently unaddressed. (This document is available on request.)

SUGGESTED PILOT MODEL TO ANSWER NEEDS

As reported above, school boards are now expected to assume responsibility for students with moderate to severe speech and language disorders (according to the Guidelines in Ministry Memorandum 81). In order to comply, a shift in emphasis from mild articulation problems to the more severe speech and language disorders is necessary. The following model is proposed as a pilot program which attempts to address the needs of more of the severely impaired students while also implementing some new strategies to address mild articulation problems.

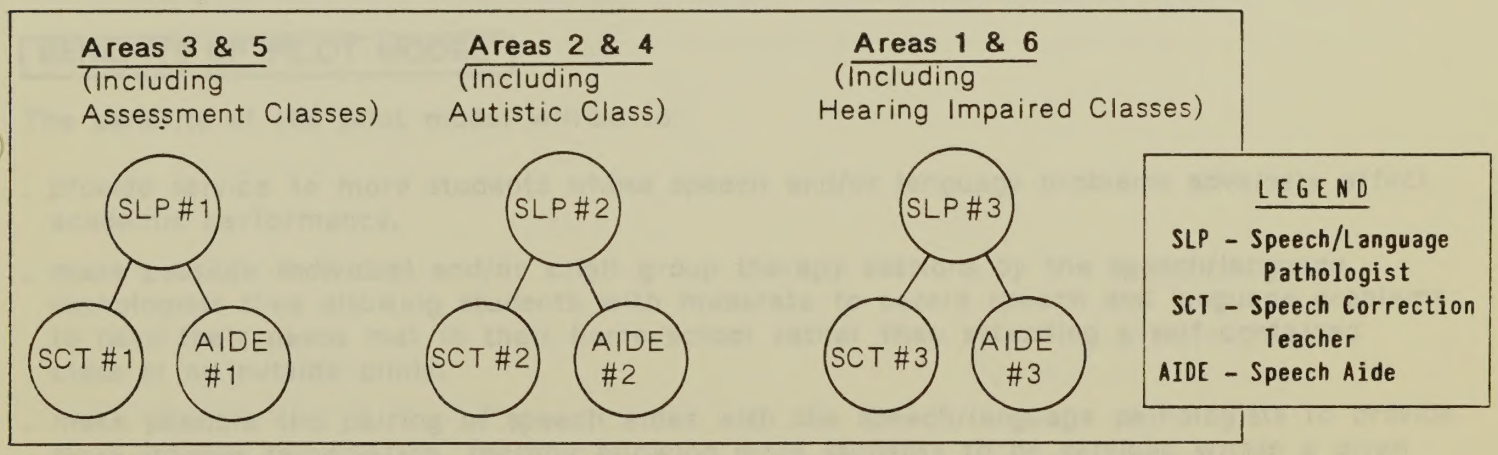
STRUCTURE OF PILOT MODEL

A. Three speech/language pathologists, three speech correctionists and three speech aides working as area teams servicing the speech and language needs of students in regular classrooms (excluding language and speech improvement classes, the total communication class and the trainable retarded program). Each team will be responsible for providing speech and language services to two areas of the system.

B. Two speech/language pathologists servicing the five language and speech improvement classes, the total communication class and the schools and classes for the trainable retarded.

The following diagram illustrates the suggested service delivery model

A. **Area Teams**

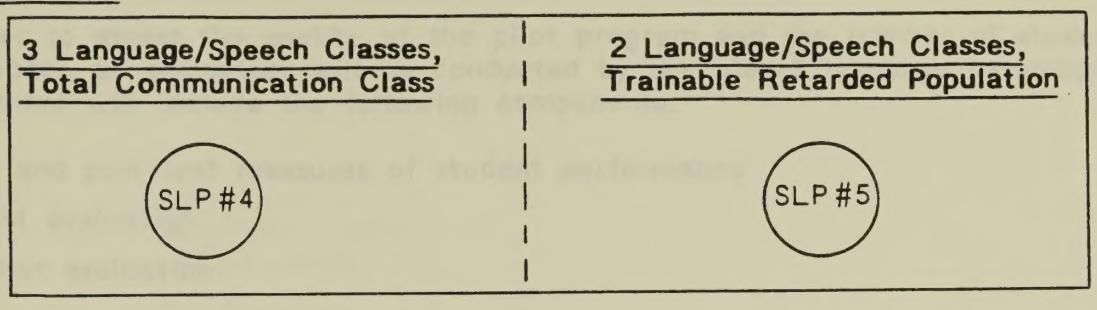


Teams to provide the following services to students in Regular* Classrooms in their respective areas:

- speech and language assessments by speech/language pathologist (testing, report writing, parent and teacher feedback, etc.)
- speech and language therapy from speech/language pathologist on a priority basis, including provision of home activities
- regular drill of speech and language goals planned by speech/language pathologist and provided by speech aide
- speech correction for mild articulation problems on a priority basis
- in-service
- liaison with outside agencies

*"Regular Classrooms" refers to all classes excluding speech and language improvement classes, the total communication class and the trainable retarded program.

B. **Language/Speech Improvement Program, Total Communication Class, Trainable Retarded Population**



SLP - Speech Language Pathologist

Speech/language pathologists to provide the following services:

- pre- and post-testing of students receiving therapy
- speech and language therapy for all children in speech and language classes and the total communication class
- speech and language therapy for students in the trainable retarded program on a priority basis
- provision of home activities for students receiving therapy
- assist classroom teachers with inclusion of speech and language goals in academic programming
- liaison with outside agencies

BENEFITS OF PILOT MODEL

The benefits of the pilot model will be to:

- provide service to more students whose speech and/or language problems adversely affect academic performance.
- make possible individual and/or small group therapy sessions by the speech/language pathologists thus allowing students with moderate to severe speech and language problems to have their needs met in their home school rather than attending a self-contained class or an outside clinic.
- make possible the pairing of speech aides with the speech/language pathologists to provide more intense remediation, thereby allowing more students to be serviced within a given school year.
- provide speech/language pathologist services to every school yet maintain flexibility to service areas of greatest need.
- make possible in-service to special and regular class teachers.
- provide regular ongoing service to the speech and language classes where students with the most severe speech and language disorders are placed.
- increase services to classes for the trainable retarded.
- provide speech correction services to schools where the greater proportion of students with speech and language difficulties display mild articulation problems

EVALUATION OF PILOT PROJECT

In order to assess the quality of the pilot program and the number of students served by this model, an evaluation will be conducted by the speech/language pathologists. This assessment will include the following components:

- pre- and post-test measures of student performance
- parent evaluation
- teacher evaluation

The aforementioned evaluation will be reported to the elected officials in January, 1988.

RECOMMENDATIONS

It is recommended that:

- the suggested model relative to speech and language services be adopted by the Board of Education for the City of Hamilton.
- three speech aides be appointed, effective 1986 12 01.
- the pilot model be evaluated and a report made to the Board in January, 1988.

Prepared and submitted by:

Peter S. Beveridge
Associate Superintendent of
Curriculum and Special Services

Robert G. Adams
Supervisor
Special Education Department

Jane Canale-Hess
Speech/Language Pathologist

Susan D. Ham
Speech/Language Pathologist

Approved by:

Arnold J. Krever
Director of Education

1986 11 04

The Chairman & Members
The Business Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: PROGRAM STAFFING

In response to a board request, officials have studied the possibility of assembling for one or more meetings as early in the Budget Review process as possible, all implications (cost, staffing, etc.) emanating from request for program changes and modifications.

We feel that such a report can be assembled and presented at one meeting for consideration. Indeed, to be able to place before the trustees the entire request at one time for consideration should allow for excellent priority-setting and decision-making. It is assumed that program reports will continue to be submitted to E.M.C. for approval. Referral to Budget Review should then take place at Board level.

Prepared & Submitted by:

C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

Education Centre,
100 Main Street West,
Hamilton, Ontario,
L8N 3L1,
1986 10 27.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

DISCIPLINE REVIEW COMMITTEE REPORT

Background

At the 1986 04 08 meeting of the Discipline Review Committee the Report of the Discipline in the School questionnaire was tabled and discussed in detail by the committee. This report was circulated to all trustees with the Discipline Committee Minutes.

At that meeting a motion was passed that the "Report on Discipline in the Schools be referred to the constituent groups for study and reaction and that each group submit to the Chairman of the Discipline Committee its findings and recommendations".

Reports containing recommendations were tabled by the representative groups at the Committee meeting of 1986 10 06. The minutes with these reports appended have been circulated to the trustees.

At the direction of the committee members, a small sub-committee was established to "review and refer the responses of the reports to the appropriate channels".

Recommendations from the Reports of the Constituent Groups of the Discipline Committee

The reports were reviewed and the recommendations were grouped with respect to frequency in which they appeared in the reports.

1. Expansion of Ancillary Services
   - Diagnostic and Remedial Teams
   - Behaviour Modification Teams
   - Guidance Counsellors
   - Social Workers
   - Learning Resource Teachers
   - Teacher Aides

2. Provision of In-Service Training
   Provide behaviour management strategies for effective classroom management.

   Recommendation
   That this request be referred to the Staff Development Program Leader for action.

3. Increase Alternative Placement Opportunities for Pupils
   - Alternative Education - expand the program
   - Co-Operative Education - expand the program

4. Reduce Class Size

Recommendation

That items 1, 2 and 3 above be referred to the officials for study and appropriate action.

That item 4 above be referred to the Education Management Committee for reference to the Salary Committee.

5. Interim Report from the Committee to Examine Behaviour Disordered Students

Since the Discipline Review Committee has completed its mandate, it is recommended that the final report of the Committee to Examine Behaviour Disordered Students be made directly to the Education Management Committee through Dr. Pryor in May 1987.

Submitted by Trustee Helen Detwiler
Prepared by K. A. Rielly
Approved by A. J. Krever

Education Centre
100 Main Street West
Hamilton, Ontario
L8N 3L1
1986 10 28

To the Chairman and Members
Education Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

RE: WESTDALE MUSIC PROGRAM

The report submitted by Mrs. Anderson at the 1986 10 meeting of the Education Management Committee on behalf of the Westdale Music Parents' Association outlining their concerns about the adverse effects of a fully semestered organization on the music program at Westdale Secondary has been referred to administration.

This report has been referred to the committee set up to study alternatives to full semestering. The concerns expressed on behalf of the Westdale Music Parents will be considered along with other reports, submissions and research findings in the committee's deliberations.

The recommendations of this committee will be reported to the Education Management Committee in January 1987.

Prepared and submitted by K. A. Rielly
Approved by A. J. Krever

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1986 10 29.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART I

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Probationary Staff, effective 1986 11 17, with salaries according to schedule:

Janice Hayashi (2/6 Semester 1 only)

Robert Young

(b) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Karen Baetz, 1986 10 27 to 1987 04 10

Paul Beattie, 1986 09 02 to 1986 10 13

Mary Bliszczuk, 1986 09 02 to 1986 09 30

Jonathan Brown, 1986 09 02 to 1986 10 13

Janice Hayashi, 1986 10 10 to 1986 11 14 (2/6)

John Liddell, 1986 09 02 to further notice

Patricia Ormerod, 1986 09 02 to further notice

Janice Scott, 1986 09 02 to 1986 09 30

Brenda Wisborg, 1986 09 02 to 1986 09 30

Nellie Wong, 1986 10 01 to further notice

(c) That the resignation of Rudolf Zeller, who is retiring on superannuation, effective 1987 01 31, be accepted with regret, and that he be considered for gratuity in accordance with the Board's plan.

(d) That the request of Hilda Mak for a Release of Contract, effective 1986 11 14, be granted.

(e) That the following Acting Assistant Department Heads be confirmed in their positions, effective as shown:

John Bald, 1986 08 31 (Business)

Norma Jones, 1986 08 31 (Business)

James Lawson, 1986 08 31 (Technical)

Carl Ouellette, 1986 08 31 (Technical)

David Wright, 1986 08 31 (Business)

(f) That the following Acting Department Heads be confirmed in their positions, effective as shown:

Victor Andreychuk, 1986 08 31 (Technical)

William George, 1986 08 31 (History)

Larry Pitz, 1986 08 31 (Business)

Avanell Scherer, 1986 08 31 (Business)

(g) That the following trips be approved:

(i) Barton, Grades 11-12, Outdoor Education, Talisman Resort, 1987 01 07

(ii) Delta, Grade 13, Buffalo, N.Y., NHL hockey game. 1986 12 19

(iii) Delta, Grade 13, Mount St. Louis, 1987 01 08

(iv) Delta, Grades 11-12, Mount St. Louis, 1987 01 13

(v) Hill Park, Grades 9-13, Music, Orlando, Florida, 1987 04 15 to 1987 04 19 (Wednesday to Sunday)

Part 1

Superintendent of Curriculum & Special Services

(a) That one secondary (composite) teacher attend the "Classroom Data File Management Watcom Seminar" to be held at Waterloo, Thursday, 1986 11 06 to Friday, 1986 11 07 and that $220.00 be paid towards registration and expenses.

(b) That one secondary (composite) teacher attend the "Introducing Watcom GKS Graphics Watcom Seminar" to be held at Waterloo, Monday, 1986 11 10 to Tuesday, 1986 11 11 and that $220.00 be paid towards registration and expenses.

(c) That one secondary (composite) vice-principal attend "The Vice-Principals - The Forgotten Leader OCLEA Conference" to be held at Toronto, Monday, 1987 01 26 and that $115.00 be paid towards registration. (Staff Development)

(d) That one secondary (composite) teacher attend the "Canadian Conference on Thinking" to be held at Toronto, Wednesday, 1986 11 19 to Friday, 1986 11 21 and that $285.00 be paid towards registration and expenses.

(e) That two secondary (vocational) teachers attend the "Audit '86 Basic Level Education Conference" to be held at Toronto, Thursday, 1986 11 06 to Friday, 1986 11 07 and that $200.00 each be paid towards registration and expenses.

(f) That the Board of Education provide a total of $517.59 as its share of the Seventh Annual Careers in Theatre Seminar and Fifth Annual Career in Music Seminar to be held at Hamilton Place in the Spring and Fall of 1987.

(g) That the action of the Superintendent of Curriculum & Special Services in permitting four teachers to attend the "Ontario Horiticulture Teachers' Association's Annual Workshop" held at Guelph, Friday, 1986 10 31 and that $60.00 each towards registration and expenses be paid, be approved.

(h) That one secondary (composite) teacher attend the "Leaders in Education Conference" to be held at Toronto, Wednesday, 1986 11 26 to Friday, 1986 11 28 and that $245.00 be paid towards registration and expenses. (Staff Development)

(i) That one secondary (composite) teacher attend the "Learning for Living and Earning" to be held at Toronto, Thursday, 1986 12 04 to Saturday, 1986 12 06 and that $180.00 be paid towards registration.

(j) That one secondary (composite) teacher attend the "Adults In Schools '86 - A Seminar for Teachers" to be held at London, Ontario, Friday, 1986 11 07 and that $75.00 be paid towards registration and expenses.

(k) That 12 secondary (vocational) teachers attend the "Concerns '86 15th Annual Conference" to be held at Toronto, Monday, 1986 11 24 and that $55.00 each be paid towards registration and expenses. (Staff Development)

(l) That two secondary (composite) teachers attend the "Impact '86 conference" to be held at Toronto, Thursday, 1986 11 13 to Saturday, 1986 11 15 and that $170.00 each be paid towards registration and expenses.

(m) That a grant application in the amount of $255,215 to Canada Employment and Immigration - Job Development for one Office Manager/Senior Word processing Operator, two Word Processing Operators, three Graphic/Commercial Artists for the completion of the Values Education 'Adolescent Citizenship Program' at no cost to the Board, be approved.

(n) That one secondary (composite) vice-principal attend the "Principal as Curriculum Leader and Change Agent" to be held at Toronto, Monday, 1987 02 02 and that $135.00 be paid towards registration and expenses. (Staff Development)

(o) That one secondary (composite) principal attend the "Organizational Policy for School Improvement Conference" to be held at Toronto, Thursday, 1987 02 26 to Friday, 1987 02 27 and that $175.00 be paid towards registration and expenses. (Staff Development)

(p) That one secondary (composite) teacher attend the "Basic Level Planning - 15th Annual Conference" to be held at Toronto, Monday, 1986 11 24 and that $60.00 be paid towards registration and expenses.

(q) That three secondary (vocational) teachers attend the "Learning Styles with Dr. Rita Dunn Seminar" to be held at Toronto, Thursday, 1986 11 13 and that $100.00 each be paid towards registration and expenses.(Staff Development)

(r) That one secondary (composite) teacher attend the "Impact '86 conference" to be held at Toronto, Thursday, 1986 11 13 to Saturday, 1986 11 15 at no cost to the Board.

(s) That three secondary (composite) teachers attend the "Women in Educational Administration Annual Conference" to be held at Toronto, Thursday, 1986 11 06 to Friday, 1986 11 07 and that $150.00 each be paid towards registration and expenses. (Staff Development)

Part I

Associate Superintendent of Curriculum and Special Services

(a) That up to four teachers attend the Teaching English as a Second Language Conference to be held in Toronto from Thursday, 1986 11 20 to Saturday, 1986 11 22, and that $195 in total be paid towards the cost of registration and expenses.

(b) That two secondary school staff attend the "Managing Troubling Behaviour Workshop" to be held in Hamilton on Thursday, 1986 11 13 and Friday, 1986 11 14, and that the registration fee of $140 each be paid.

(c) That one secondary school teacher attend the Teaching English as a Second Language Conference to be held in Toronto on Thursday, 1986 11 20 and Friday, 1986 11 21 and that $90 be paid towards the cost of registration and expenses.

(d) That one secondary school teacher attend the Exemplary Practice in Special Education Conference to be held in Toronto from Wednesday, 1986 12 03 to Friday, 1986 12 05 and that $145 be paid towards the cost of registration and expenses.

REQUESTS RE: "FOUR OVER FIVE" PLAN

(a) That approval be granted for the request of Charlotte Crouch for a Leave of Absence under the Salary Holdback Plan ("4 Over 5") of the Secondary School Collective Agreement for the 1990-1991 school year, effective 1990 09 01 to 1991 08 31.

(b) That the Board rescind the leave of absence granted to Ms. Helen Valenzuela for the 1989-1990 school year, effective 1989 09 01 to 1990 08 31 and approve her request to withdraw from the Salary Holdback Plan ("4 over 5").

Education Centre
100 Main Street West
Hamilton, Ontario
L8N 3L1

1986 11 04

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: TECHNOLOGICAL STUDIES IN HAMILTON -- A LONG RANGE PLAN

Attached, for your information, is a report on Technological Studies in Hamilton. It contains background, rationale, statement of purpose, directions and a five year plan. It is anticipated that, at the December meeting, specific recommendations concerning the first, and ensuing years of the plan will be placed before the Board.

RECOMMENDATIONS:

THAT THIS FIVE YEAR PLAN BE RECEIVED FOR INFORMATION.

Prepared by: L. Aurini, Technological Studies Supervisor
F. Kelly, Area Superintendent

Submitted by: C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

TECHNOLOGICAL STUDIES IN HAMILTON - A LONG RANGE PLAN

SUMMARY

The following is a summary of the detailed report.

RATIONALE: Technological Studies must meet the needs of all students, male and female, and provide avocational opportunities, courses leading to post-secondary education and training for employment and apprenticeship. This report has considered the present shop facilities in Hamilton schools, the provincial changes in education, current staff, developments in new technology and the area job market.

PROGRAM: The curriculum design includes the offering of a core program[1] in each composite school, exploratory shop rounds[2] in grade 9, single credits in each core subject area in grade 10, single or double credit offerings in grades 11 and 12. Senior specialities will be limited per school and dependent upon the numbers of students selecting that specialty in each case. A host school format will be used to develop intensive programs.

MODIFICATION FROM PRESENT PROGRAM: The new program design will broaden the exploratory nature of grade 9 and keep it more in line with the student experiences in industrial arts in grade 8. It will make allowance for direct entry into grade 10. It will reduce the specialization emphasis in grades 11 and 12 by offering single credit and doubles on a more limited basis. It will develop program specialization in certain host schools[3] and provide equipment and staff to support this format. At the same time, almost 30 present courses are removed from program.

EQUIPMENT UPGRADING: It is recommended that some present equipment be relocated according to need. A review is uderway to determine minimum standards needed in composite schools, vocational schools and industrial arts shop areas. The plan proposes to add robotics trainers, C.N.C.[4] lathes, pneumatics trainers, Auto C.A.D.[5] equipment for drafting, engine analyzers for auto shops, logic trainers for electronics and a frame straightener for auto body shop. Additional woodshops will be supplied according to need. There is a proposal for the addition of multi-purpose shops in keeping with the objective to meet the avocational needs of students. A full review of the needs of vocational and industrial arts facilities is planned.

STAFFING: A staff professional development plan starts in year one and continues through to year five. It is aimed at updating staff experience with industry and will involve courses and information sessions.

It is recommended that this board contract a maintenance millwright to coordinate maintenance and repair of shop equipment and machinery.

IMPLEMENTING THE PLAN: It is proposed that the five year plan begin in 1987 and that the costing of the plan be spread over the five budget years. It is also proposed that the financing and direction of the plan be reviewed each year at a board meeting.

An explanation of terms used in this report follow:

Definitions:

1. **Core program:** refers to the courses offered at the intermediate division (grade 9 and 10) in a specific school. The core will vary from school to school as it depends on the facilities available at the school. Core

.../2

will be at least four courses (automotive, drafting, electricity and machine shop, other possible courses could be plumbing, refrigeration, and woodworking).

2. **Shop rounds:** refers to a package of three to four courses grouped together to form a single credit. This grouping could vary from school to school as it is based on the core program at a particular school.

3. **Host school:** refers to a school which offers a special program or concentration of courses. This program will be timetabled to allow students from outside the school's attendance area access to the program. The intent is to offer special programs in defined schools, thus providing opportunities within the system for students to access a specialization.

4. **Computerized Numerical Control (C.N.C.) lathe:**

   refers to a metal turning lathe which automatically performs machining operations programmed into a computer. This is part of the new high technology referred to as computerized assisted manufacturing (C.A.M.). These machines are small training lathes which perform the basic operations of an industrial size C.N.C. lathe.

5. **Computer assisted design (C.A.D.):**

   refers to a high-tech computer controlled drafting system which can be programmed to develop two and three dimensional drawings. These units offer similar capabilities as industrial systems.

PREAMBLE

As society changes, so must its educational system. As new technologies become dominant in business and industry, it is the obligation of the schools to keep pace and to provide students with experiences which will equip them for entry into career training, as well as with basic skills and knowledge that they will need to manage modern lifestyles. The students in our schools now face a world in which change is rampant and they must find ways of coping with this growing phenomenon. Technological Studies should be and must be a significant part of our curriculum in secondary school as it has a major role in the design and maintenance skills needed in our Hi-Tech society.

Within the framework of our modern society and to meet the needs of the young people of the Hamilton community, a plan for technological studies has been developed which will:

- provide opportunities for avocational and personal use of technology to carry into a lifestyle
- provide technological knowledge and skills for post-secondary education
- provide technology specialization where needed for direct employment and apprenticeship to meet the anticipated demand for skilled labour in our industrial community

The following pages outline a five year plan aimed at meeting these objectives.

TECHNOLOGICAL STUDIES IN HAMILTON: A LONG RANGE - FIVE YEAR SYSTEM PLAN

BACKGROUND

The decline in enrolment in Technical courses in composite secondary schools over the past few years has been a major concern. An administrative committee was struck in 1984 called the Technical Education Review Committee, T.E.R.C.. The mandate of this committee was to analyze the status of technical education in Hamilton and make recommendations in regards to future directions. The focus was primarily on the composite schools.

This initiative was taken in response to the Ministry of Education directive that boards "develop a board plan for technological studies".

The Technical Education Review Committee made an interim report to the Board in June of 1984 at which time the statement of purpose for Technological Studies in this board was accepted. * The final report was submitted in June of 1986 to the officials. (see Appendix A). The report contains 28 recommendations pertinent to changes in curriculum, school program, staffing, equipment, student selection and facilities. It should be noted that several recommendations were necessary to bring programs into line with O.S.I.S. direction. These have now been completed.

In the fall of 1985 another system committee, The Program Consolidation Committee, was formed to review course offerings in composite schools. This committee reported to the Board on October 9, 1986. Some of the recommendations of this committee have had a direct bearing on program in Technological Studies.

In the summer of 1986 the Director of Education and the Superintendent of Curriculum and Special Services directed the Supervisor of Technological Studies to develop a long range plan which would address the recommendations in the T.E.R.C. report and provide direction for technological studies in Hamilton. This fall, the Supervisor has worked with department heads to establish a set of directions and guidelines to implement change in the schools when a long range plan is approved.

* A full copy of the T.E.R.C. report is available from the Supervisor of Technological Studies

RATIONALE

In order to implement a coherent and relevant strategic plan, it is imperative to have a system-wide rationale for technological studies. This rationale must focus on the present needs of the system and the community, as well as the projected future needs and requirements. Due to the rapidity of technological change and the difficulty of predicting too far into the future, the long range plan should not extend beyond five years and should be reviewed at the end of each phase (year) of the plan.

This plan is based on the premise that each composite school should offer a core program in technological studies at the intermediate level with specialized programs in designated area schools at the senior level. This is more specifically delineated in the section on directions.

A number of key issues influenced the development of this plan. One of the most significant issues was the close proximity of the system's schools thus allowing for relative ease of student accessibility between schools. Another consideration was the large industrial base of the Hamilton community and the nature of program and proximity of Mohawk College. Other issues considered were as follows:

- The new curriculum guidelines for technological studies which are to be phased in over the next few years

- The changing technologies and integration of "hi-tech" such as CAD/CAM

- O.S.I.S. and the changing focus and emphasis of technology courses towards post-secondary education and personal use

- The present equipment and facilities of Hamilton schools which were planned to accommodate the Robart's Plan of the early 1960's

- The age of the technical teaching staff as projections indicate that 60% of our present staff in technical subjects can retire in the next 4-5 years

- The projections and reports of groups such as the Canadian Manufacturers Association who state that:

    - North American Industry is far behind that of Europe and Japan in implementing hi-technology, and Canada is 50% behind American companies. However, industry is aware of this and starting to progress into hi-tech

    - Hi-tech will create jobs in service and repair, not eliminate jobs, as many feared

    - There will be a dramatic shortage of skilled workers by the mid 1900s, due to retirement and lack of present training for young workers. West Germany is predicting similar problems. Industry and government are slowly becoming aware of this problem and hopefully will address it in the near future by opening employment opportunities for our youth

PLEASE NOTE: - The H.I.T.A.C. apprenticeship program at Mohawk College presently is at the saturation point and is unable to fill the needs of local industry

Taking all these issues into consideration, our schools should plan and prepare to meet the needs of our students and the comunity by providing opportunities in our technology programs for all students, both male and female. This long range plan addresses these issues.

GOALS

The foundation of any planning must be based on established philosophy, values and goals. This plan is based on the general goals of education of the Ministry and the Hamilton Board (see summary Appendix B). It is also based on the aims of technological studies as stated in the curriculum guidelines - Intermediate and Senior Divisions, 1985.

STATEMENT OF PURPOSE FOR TECHNOLOGICAL STUDIES IN HAMILTON (Received by the Board, June 1984)

FOR ALL STUDENTS, MALE AND FEMALE:

To develop useful generic skills (psycho-motor, cognitive, affective) through experiential learning. This purpose equally includes both:

- *The exposure to the wide variety of Technical subjects as one means of assisting the student in establishing future career aspirations, and*
- *The development of basic avocational skills which will provide base for future leisure and hobbies and future home maintenance competencies.*

To develop an understanding of, a positive attitude toward, and a respect for:

- *Work*
- *Good safety habits*
- *Co-operation with fellow workers and superiors*
- *The place of technology in fostering aesthetics*
- *Pride and satisfaction in the creation of excellence through quality workmanship.*

AS WELL, FOR SOME STUDENTS, MALE AND FEMALE:

To prepare for future occupations and further education by concentrating their studies in a specific field of Technology.

To prepare for future occupations and further education by exploring various fields of Technology.

To provide experience, in the Senior Division, in the new Technologies in such general and/or advanced level courses as:

- *Computer Assisted Design (CAD)*
- *Computer Assisted Manufacturing (CAM)*
- *Computer Technology*

DIRECTIONS:

It is our position that each composite school should provide a core technological program. Every school, however, should not necessarily provide the same program. The intermediate division program should be exploratory in nature, providing shop rounds * at grade 9 and single exploratory credits at grade 10. The senior division program should vary from school to school. Each school should define its program strengths based on interest, facilities and strength of program. Specific schools should offer concentrated specialized courses in defined subject areas. These specializations could be called "area programs" and be open to all students from any school. Also the possibility of integrated technical courses offered in a multi-shop facility should be explored and offered on a pilot basis.

The plan, outlined here, over the five year period will provide for:

1. The optimum use of our present facilities and equipment

2. The streamlining and consolidation of program to build on the current strengths of our Technological Studies programs

3. The updating of program, facilities, equipment and staff to meet the needs of our students and community.

A summary of the directions is as follows:

General Directions

- Each composite school will provide a core technical program

- Schools in an area should provide specialized programs to meet the system's needs

- A core program for each school will be established at the intermediate division (4-6 courses offered as exploratory rounds)

- The senior division program will be streamlined and specialities may vary from school to school

- School timetables should be co-ordinated to provide the opportunity for students to move to a "host school"

- Course codes and content must be consistent in the system

- Minimum equipment standards will be defined for each subject area

* shop rounds - Grade nine courses consist of a package of three to four of the following: automotive, electricity, drafting, machine shop, woodworking, plumbing, refrigeration

It is our position that each comprehensive school should provide a core technological program. Every school, however, should not necessarily provide the same program. The intermediate division program should be unsatisfactory in nature, providing exploratory or trade a not always satisfactory courses at grade 10. The senior division program should vary from school to school. Each school should develop its program alternatives based on interest, facilities and availability of program. Optional courses should offer co-ordinated coordination courses in defined career areas. These specializations could be called "work programs" and be open to all students from any school. Also the possibility of transporting students outside of a multi-shop facility should be explored and offered on a pilot basis.

The plan outlined here, over the five year period will provide for:

1. The optimum use of our present facilities and equipment

2. The streamlining and consolidation of programs to build on the current strengths of our technological studies programs

3. The upgrading of program, facilities, equipment and staff to meet the needs of our students and community.

A summary of the directions is as follows:

General Directions

- Each comprehensive school will provide a core technical program

- Programs in an area should provide specialized programs to meet the student's needs

- A core program for each school will be established at the intermediate division (4-6 courses offered as exploratory courses)

- The senior division program will be streamlined and specialities may vary from school to school

- Career Counsellors should be co-ordinated to provide the opportunity for students to move to a "host school"

- Course codes and student mark co-ordinated in the system

- Minimum equipment standards will be defined for each course area

* shop rounds - Grade nine students consist of a package of three to four of the following: automotive, electricity, drafting, machine shop, woodworking, printing, refrigeration

- There will be an on-going analysis of facilities and program in our schools

- Schools will explore the possibilities of offering an integrated technological studies facility at the senior division

- Surplus equipment will be relocated where needed

- A professional development program will be initiated to update teachers

Specific Directions

- Each school will define a core program

- Each school will define the specialized program at the senior division, allowing for a phase in period

- The intermediate division program will feature exploratory shop rounds at grade 9 and single exploratory credits at grade 10

- At the senior division:
  - single credits may be all or part of the core program
  - double credits or concentration only should be offered as part of the core program. Some schools may offer no doubles, others one to three; however, no school should offer all courses as doubles. *

THE STRATEGIC PLAN - 5 YEARS

The plan will be phased in over a five year period with a review at the end of each year. If approved, the plan will cost the board approximately 1.4 million dollars. The first year of the plan will meet the immediate needs of the system.

The following is an overview of the long range plan.

1. Year I estimated cost $280,000.00 (see Appendix C)

   Components:

   - introduction of hi-tech equipment on a limited basis using training models at approximately 25% of the cost of industrial equipment

   ** - initiate the replacement of equipment to meet the needs of program and students

   - begin identifying and relocating "functional" surplus equipment

* Double credit is the offering of two credits in a specific subject at grades 11 and 12.

- begin consolidation of programs
- up-dating and in-service of staff
- hiring of a maintenance millwright on contract (Appendix D)
- initiate the use of multi-purpose shops
- phase in junior wood shops in schools which have no wood shop facility (1 school)
- initiate a needs assessment of the Industrial Arts program at the Middle Schools
- constitute a Technical Advisory Committee (TAC)

2. Year II - estimated cost $280,000.00

** . continue introducing hi-tech training equipment such as C.N.C. milling machines

** . continue to rebuild, replace and upgrade equipment as needed

** . initiate update of middle school industrial arts equipment and facilities (dust collectors and computer assisted programing)

- Junior woodshop facility (2 schools)
- continue relocation of surplus equipment
- implement "new" curriculum based on Ministry Guidelines
- consolidate and streamline programs
- initiate review of delivery of basic level programs
- initiate delivery of specialized programs in defined schools
- on-going in-service of staff

3. Year III - estimated cost $280,000.00

- continue update for industrial arts

** . continue to rebuild, replace and upgrade equipment as needed

- on-going in-service for staff
- Junior woodshop (1 school)

. equipment and facilities for specialized programs in defined schools

. continue implementation of new guidelines

. initiate implementation of basic level program review

4. Year IV - estimated cost $280,000.00

** . continue to update equipment

. continue updating of equipment and facilities for special programs

. on-going in-service for staff

. continue implementation of guidelines

. implement the delivery of basic level programs

5. Year V - estimated cost $280,000.00

. complete updating of equipment

. complete equipment of special programs

. on-going in-service of staff

. implement the delivery of basic level programs

** (To meet minimum equipment standards)

General Plan for Years 2 through to 5 to:

1. **Rebuild, replace and upgrade equipment and facilities**
2. Introduce "hi-tech" training equipment
3. **Initiate specialized programs in an area school**

Subject Areas and Programs	YR II	YR III	YR IV	YR V
1. Machine Shop	4	4	3	
. C.N.C. Milling Machines @ 10,000 ea				
. replace 1 shaper per shop with vertical Milling machines @13,000	2	3	3	2
. replace and/or rebuild lathes @ 3,500 each	3	3	3	3
2. Drafting	3	2	2	
. C.A.D. units @ 10,000 each				
3. Electronics	3	3	3	
. programmable controllers @ 1,200. each				
4. Automotive	2	3	3	3
. anaylzers and/or equipment to be determined				
5. Industrial Arts	6	5	5	5
. dust collectors				
. computer assisted programing (per school)	6	5	5	5
6. Special Area Programs				
. Analyzer (Auto @ $30,000.00)		1		
. C.N.C. Lathe (@50,000)				1
. Super C.A.D. (@30,000)			1	
Auto C.A.D.(@10,000 ea)		4	4	

NOTE: Years two through to five will have the specifics defined each year which will be subject to Board approval.

1. Rebuild, replace and upgrade equipment and facilities
2. Introduce "hi-tech" training equipment
3. Initiate specialized programs in an area school

Subject Areas and Programs	YR II	YR III	YR IV	YR V
1. Machine Shop . C.N.C. Milling Machines @ 10,000 ea . replace 1 engine lathe shop with vertical Milling machines @13,000 . replace and/or rebuild lathes @ 3,500 each	4 2 3	4 3 4	3 3 3	 4 3
2. Welding . C.A.D. units @ 10,000 each	3	2	2	
3. Electronics . programmable controllers @ 1,500. each	3	3	2	
4. Automotive . analyzers and/or equipment to be determined	3	3	3	3
5. Industrial Arts . dust collectors . computer assisted programming (pos school)	4 4	5 3	5 4	2 3
6. Special Area Programs . Display (Auto @ 30-40,000) . C.N.C. Lathe (@50,000) . Other C.A.D. (@30,000) . Auto C.A.D.(@10,000 ea)		1 4	 1 2 4	

NOTE: Years two through to five will have the specifics defined each year which will be subject to Board approval.

SUMMARY

Y I 1987	Y II 1988	Y III 1989	Y IV 1990	Y V 1991
$ 280,000	$ 280,000	$ 280,000	$ 280,000	$ 280,000
. Introduce hi tech equipment			complete	
. Update to minimum equipment →				
. Relocation of surplus equipment		complete		
. Maintenance millwright →				
. Junior wood shops		complete		
. Multi-purpose shops pilot -		review		
. In-service of staff →				
. Technical Advisory Committee →				
. review basic level programs and update facilities				
. update middle schools - complete				
. equipment for special programs →				
REVIEW	REVIEW	REVIEW	REVIEW	FIRST 5 YEAR PLAN COMPLETED

This plan over the five year period will meet the recommendations of the T.E.R.C. report, the consolidation report and the objectives as stated by the Ministry of Education. It will also provide opportunities for our young people to meet the challenge of the future.

The technology program will meet the varied needs of our students and community by:

1. providing opportunities for avocational and personal use of technology to carry into a lifestyle

2. providing technological knowledge and skills for post-secondary education

3. providing technology specialization where needed for direct employment and apprenticeship to meet the anticipated demand for skilled labour by our industrial community

NOTE:

1. **Each of the phases is subject to review and confirmation at the time of implementation. Board approval will be required annually for each phase of the plan.**

2. **The detailed budget for each phase of the plan will be submitted annually and will be subject to board approval.**

OTHER ISSUES FOR CONSIDERATION

1. **Staff:**

Projecting four to five years ahead, there will be a shortage of technical teachers in the system as approximately 60% of our present staff may retire. This is an area we should be studying and incorporate into our long range plan.
Some concerns:

- Who will replace the retirees in such large numbers?
- Are the faculties of education preparing for this dramatic demand?
- Should we be hiring staff now with qualifications in technical and academic subjects?

2. **Hi-Tech Centre:**

A highly industrial area such as Hamilton could support a hi-tech centre.

The possibility of a "high tech" training centre should be explored. The centre could be a collaborative project involving the government, industry and local boards' of education.

Some ideas :

- sharing facilities and cost
- training for students and employees
- updating for industry personnel and teachers
- utilizing of the art equipment
- rotating students through in 25 hour modules as part of their home school program
- operating the school on two shifts, therefore making it available to local business and industry (in the summer term and afternoon shifts)

APPENDIX A

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

TECHNICAL EDUCATION REVIEW PROJECT

1986

RECOMMENDATIONS

1. THAT THE STATEMENT OF PURPOSE FOR THE TECHNOLOGICAL STUDIES PROGRAM OF THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON SHALL READ:

FOR ALL STUDENTS, MALE AND FEMALE:

TO DEVELOP USEFUL GENERIC SKILLS (PSYCHO-MOTOR, COGNITIVE, AFFECTIVE) THROUGH EXPERIENTIAL LEARNING. THIS PURPOSE EQUALLY INCLUDES BOTH:

- THE EXPOSURE TO THE WIDE VARIETY OF TECHNICAL SUBJECTS AS ONE MEANS OF ASSISTING THE STUDENT IN ESTABLISHING FUTURE CAREER ASPIRATIONS, AND
- THE DEVELOPMENT OF BASIC AVOCATIONAL SKILLS WHICH WILL PROVIDE BASE FOR FUTURE LEISURE AND HOBBIES AND FUTURE HOME MAINTENANCE COMPETENCIES.

TO DEVELOP AN UNDERSTANDING OF, A POSITIVE ATTITUDE TOWARD, AND A RESPECT FOR:

- WORK
- GOOD SAFETY HABITS
- CO-OPERATION WITH FELLOW WORKERS AND SUPERIORS
- THE PLACE OF TECHNOLOGY IN FOSTERING AESTHETICS
- PRIDE AND SATISFACTION IN THE CREATION OF EXCELLENCE THROUGH QUALITY WORKMANSHIP.

AS WELL, FOR SOME STUDENTS, MALE AND FEMALE:

TO PREPARE FOR FUTURE OCCUPATIONS AND FURTHER EDUCATION BY CONCENTRATING THEIR STUDIES IN A SPECIFIC FIELD OF TECHNOLOGY.

TO PREPARE FOR FUTURE OCCUPATIONS AND FURTHER EDUCATION BY EXPLORING VARIOUS FIELDS OF TECHNOLOGY.

TO PROVIDE EXPERIENCE, IN THE SENIOR DIVISION, IN THE NEW TECHNOLOGIES IN SUCH GENERAL AND/OR ADVANCED LEVEL COURSES AS:

- COMPUTER ASSISTED DESIGN (CAD)
- COMPUTER ASSISTED MANUFACTURING (CAM)
- COMPUTER TECHNOLOGY

Technological Studies, Part / p. 8

See also Recommendation and 4

cf. Appendices and 4 -- Targe Immediate Implementatior

"Statement of Purpose" prese to Board for information, 1984 06 20, a part of Inter Report

2. THAT THE NAME "TECHNOLOGICAL STUDIES" BE USED AS THE PROGRAM TITLE IN KEEPING WITH THE DESIGNATION NOW USED BY THE MINISTRY OF EDUCATION, AND THAT THE NAME BE SUBSTITUTED FOR THE WORD "TECHNICAL" IN ALL FUTURE REFERENCES TO THE PROGRAM, POSITIONS OF RESPONSIBILITY, DEPARTMENTS, AND DOCUMENTS.

Technological Studies, Part A and O.S./I.S.

3. THAT EACH SCHOOL DEVELOP A "STATEMENT OF PURPOSE" FOR THE TECHNOLOGICAL STUDIES PROGRAM IN THAT SCHOOL. THE STATEMENT MUST REFLECT THE SYSTEM STATEMENT IN THE LIGHT OF THE SCHOOL'S PARTICULAR CIRCUMSTANCES AND THE NEEDS OF ITS STUDENTS.

Technological Studies, Part A pp. 11-20

cf. Appendix 2
Target: 1986-
(see also Recommendation

Ministry guidelines suggest the following considerations and format.

(a) Responsibility for Plan -- Principal, Vice-Principal, Technical Director

(b) Review Board Plan -- commitment and direction for school

(c) Statement of Purpose:

- Goals and Aims
  - consistent with Ministry, Board, and overall school goals
- Program Delivery
  - Intermediate (Grade 9 and 10)
    - exploring concepts
  - Senior
    - concentration -- multiple credits
  - Modes of Delivery
    - Linkage
    - Co-Operative Education
    - Work Experience
    - Packaging concepts
    - Correspondence, Independent Study
    - Modules
  - Decisions
    - Levels of difficulty
    - Bilevel and/or multigrades
    - Compulsory credit
    - Subjects and programs
    - Timetabling
    - Career information
    - OST endorsements
    - Course calendars
    - Evaluation methods

4. THAT EACH TECHNOLOGICAL STUDIES DEPARTMENT DEVELOP A "STATEMENT OF PURPOSE" FOR: (a) THE DEPARTMENT, AND (b) EACH CLASSROOM/SHOP WITHIN THE CONTEXT OF THE STATEMENTS FOR THE SCHOOL AND THE SYSTEM.

Technological Studies, Part A pp. 21-24

cf. Appendix 2
Target: 1986-8
(see also Recommendation

Ministry guidelines suggest the following considerations and format.

(a) Responsibility -- Technical Director, Head and Teachers

(b) Review -- Board and School Plans

(c) Statement of Purpose:

- Goals and Aims of specific subject areas
- Program Planning
  - Sequence of courses
  - Courses of Study
    - Ministry-Board curriculum guidelines
  - Language across the curriculum
  - Life skills
  - Adult perspective
  - Sex equity
  - Safety
  - Evaluation

* 5. THAT A TECHNOLOGICAL STUDIES ADVISORY COMMITTEE BE ESTABLISHED TO FACILITATE COMMUNITY INPUT AND PROVIDE A FORUM FOR CONSULTATION ON PROGRAM DIRECTION AND INITIATIVES.

Technological Studies, Part p.5

(A) COMMITTEE MEMBERSHIP SHALL INCLUDE:

- BOARD REPRESENTATIVES -- A SUPERVISOR, AN OFFICIAL, A TRUSTEE, A HEAD OF TECHNICAL DEPARTMENT
- BUSINESS/INDUSTRY REPRESENTATIVES FROM FIELDS SUCH AS MANUFACTURING, TRANSPORTATION, ELECTRICITY, CONSTRUCTION, SERVICES AND LABOUR
- C.A.A.T. (MOHAWK)

TO PREVENT THE COMMITTEE FROM BECOMING TOO UNWIELDY, MEMBERSHIP SHOULD BE KEPT UNDER A DOZEN PEOPLE.

(B) THE COMMITTEE WOULD BE EMPOWERED TO ESTABLISH SPECIAL COMMITTEES TO DEAL WITH PARTICULAR MATTERS IN SUBJECT FIELDS. SUBJECT ROUNDTABLE REPRESENTATIVES WOULD BE INCLUDED. SUCH COMMITTEES WOULD TERMINATE UPON COMPLETION OF THEIR TASKS.

4. THAT EACH TECHNOLOGICAL STUDIES ADVISORY BOARD HAVE A "STATEMENT OF PURPOSES" FOR: (a) THE DEPARTMENT, AND (b) EACH CLASSROOM WITHIN THE CONTEXT OF THE STATEMENTS FOR THE SCHOOL AND THE SYSTEM.

Ministry guidelines suggest the following considerations and themes.

(a) Accountability -- Technical Director, Head and Teachers

(b) System -- Board and School Plans

(c) Statement of Purposes

- Goals and Aims of specific subject areas
- Program Planning
  - Sequence of courses
  - Courses of study
  - Ministry-based curriculum guidelines
  - Language across the curriculum
  - Life skills
  - Adult perspective
  - Sex equity
  - Ethics
  - Evaluation

5. THAT A TECHNOLOGICAL STUDIES ADVISORY COMMITTEE BE ESTABLISHED TO FACILITATE CURRENCY INPUT AND PROVIDE A FORUM FOR CONSULTATION ON PROGRAM DIRECTION AND INITIATIVES.

(A) COMMITTEE MEMBERSHIP SHALL INCLUDE:

- BOARD REPRESENTATIVES -- A SUPERVISOR, AN ORIENTER, A TRUSTEE, A HEAD OF TECHNICAL DEPARTMENT
- BUSINESS/INDUSTRY REPRESENTATIVES FROM FIELDS SUCH AS MANUFACTURING, TRANSPORTATION, ELECTRICITY, CONSTRUCTION, STATISTICS AND LABOUR
- C.A.A.T. (MOHAWK)

TO PREVENT THE COMMITTEE FROM BECOMING TOO UNWIELDY, REPRESENTATIVES SHOULD BE KEPT UNDER A DOZEN REPORTS.

(B) THE COMMITTEE WOULD BE ENTITLED TO ESTABLISH SPECIAL COMMITTEES TO DEAL WITH PARTICULAR MATTERS IN SUBJECT FIELDS. SUBJECT MOMENTARY REPRESENTATIVES WOULD BE INVITED. SUCH COMMITTEES WOULD TERMINATE UPON COMPLETION OF THEIR TASKS.

(C) THE COMMITTEE WOULD BE EXPECTED TO MEET AT LEAST TWICE A YEAR AND WOULD REPORT TO THE SUPERINTENDENT RESPONSIBLE FOR CURRICULUM.

In a time of rapid social, economic, and technological change, close monitoring of, and expeditious response to, change is crucial. Functions of the committee could include:

(i) provision of an additional bridge between business/industry, and education;

(ii) provision of advice and contact in matters relating to trends and change in the world of work and technology;

(iii) review and advice on program structure and direction;

(iv) matters pertaining to:

- career awareness for students
- curricular courses of study (review, etc.)
- staffing priorities and directions
- teacher upgrading and professional development
- facilities, equipment and supplies
- safety policies
- conferences and workshops
- the formal gathering of useful statistical data.

(v) monitoring educational trends and their implications for career-oriented programs and further education;

(vi) recommending on initiatives in public relations to improve the image of Technological Studies.

6. THAT PROVINCIAL INITIATIVES SUCH AS LINKAGE I (APPRENTICESHIP CREDITS BASED ON A PROVINCIAL TRAINING PROFILE STARTING IN SECONDARY SCHOOL) AND LINKAGE II (CURRICULUM BETWEEN SECONDARY SCHOOL AND C.A.A.T.) BE PURSUED TO IMPROVE THE RECOGNITION OF CERTAIN SECONDARY SCHOOL COURSES AND OPPORTUNITIES FOR STUDENTS.

Linkage I has not been widely accepted by employers for a variety of reasons too complex to delineate here. A lack of both a provincial and a federal manpower plan is part of the

(c) THE COMMITTEE WOULD BE EXPECTED TO MEET AT LEAST
WHICH A YEAR AND WOULD REPORT TO THE SPECIALISTSOCIAT
RESPONSIBLE FOR FINANCIAL.

In a time of rapid social, economic, and technological change, close monitoring of, and qualitative research to, always is crucial. Functions of the committee could include:

(i) provision of an additional bridge between industry, and education;

(ii) provision of advice and contacts in matters relating to trends and change in the world of work and technology;

(iii) review and advice on program structures and curriculum;

(iv) matters pertaining to:

- career awareness for students
- industrial quotas of state (province, etc.)
- staffing policies and strategies
- vocational, occupational, technical development
- facilities, etc. cannot use support
- safety activities
- scholarships and apprentices
- the formal monitoring of useful statistical data.

(v) monitoring additional grants and grant modifications for technology programs and trades education;

(vi) recommending on initiatives in policy relations to improve the image of Technological Studies.

5. That provincial initiative such as linkage I transitioning projects based on a provincial training priorities strategies in secondary school and linkage to training in skills secondary school and c.a.i.s. be pursued to improve the accessibility of certain secondary school courses and curriculum for students.

Time I has not been widely accepted by employers for a variety of reasons too complex to delineate here. A lack of both a provincial and a federal employer after is part of the

problem. The current economic climate is a major block. A completely fragmented industrial sector is another. There is a need for a concerted community initiative possibly through the Industry-Education Council of Hamilton-Wentworth, the Hamilton-Wentworth Community Industrial Training Committee and any subject Advisory Committees of our Board which might be established. Subject roundtable involvement with the process would be vital. (cf. O.S./I.S., Section 5.13; Technological Studies, Part A, pp. 26-27).

Linkage II should be investigated with various departments at Mohawk C.A.A.T. Teacher involvement at this level is also crucial.

7. THAT THE ADMINISTRATION CONTINUE TO MONITOR THE IMPACT OF O.S./I.S. ON THE TECHNOLOGICAL STUDIES PROGRAM AND MAKE REPRESENTATIONS TO THE ONTARIO MINISTRY OF EDUCATION BASED ON FINDINGS.

A number of factors should be considered for monitoring:

- changes in Grade 9 and 10 enrolment (intermediate division)
- changes in senior division enrolment
- trends in concentration packages (senior division)
- trends in course offerings
- surpluses in teaching staff
- subject enrolment changes
- subject teacher imbalances including "crossover" patterns
- trends in "front-end" loading, course level shifts and so forth
- general trends in other non-obligatory subjects.

Other indicators which should be studied probably could be added to the above.

* 8. THAT A CORE CURRICULUM BE DEVELOPED IN EACH SUBJECT AREA ACCORDING TO THE FOLLOWING CRITERIA:

(I) FORMAT WILL BE BASED ON THE CURRICULUM DESIGN MANUAL, A PREPARATION HANDBOOK FOR CURRICULUM DESIGN AND DEVELOPMENT, (HAMILTON BOARD OF EDUCATION, MARCH, 1984).

(II) AFFECTIVE OBJECTIVES, SKILLS OBJECTIVES, AND KNOWLEDGE OBJECTIVES WILL BE CLEARLY DEFINED AND SPECIFIED WITH STUDENT FOCUS.

(III) CORE SUBJECT CONTENT WILL MEET THE REQUIREMENTS OF THE PROVINCIAL CURRICULUM DOCUMENTS TECHNOLOGICAL STUDIES, PART B, AND/OR SENIOR DIVISION TECHNOLOGY DOCUMENTS WHERE APPROPRIATE.

(IV) EACH CURRICULUM WILL INCORPORATE A BASIC LIST OF THE EQUIPMENT REQUIRED TO UNDERTAKE THE CURRICULUM AND TO FACILITATE INCORPORATION WITHIN A LONG-RANGE OVERALL EQUIPMENT PLAN.

INITIAL PRIORITY SHOULD FOCUS ON: (1) MANUFACTURING TECHNOLOGY AND (2) DRAFTING, FOLLOWED BY ELECTRICITY, ELECTRONICS, AUTO MECHANICS, AND WOODWORKING/BUILDING CONSTRUCTION. OTHER SECONDARY COMPOSITE AND SECONDARY VOCATIONAL SUBJECTS SHOULD BE PRIORITIZED AND DEVELOPED.

Core curricula exist in Drafting, Machine Shop, Electricity and Electronics, Vocational Welding, "Practical Technology for Living" and Industrial Arts (Grades 6-8). In-depth curricula exist in Engineering Graphics (O.A.C.), and Computer Technology (General Level, Grades 11-12). Existing core documents will have to be revised to meet the new provincial requirements.

The provincial curricula as expressed in the Part B documents are pending while the overall philosophy is expressed in Part A which is already published.

Writing teams should be designated within the various subject roundtables to accomplish the task and provided in the process with in-service training in the format required.

The comment on "student focus" is to emphasize that such curricula will present the objectives from the student perspective ("The student will know ...", "The student will do ...", and so forth). This is to preclude simply a teacher-centred point-form topical checklist.

(I) PROVIDE VITAL OR BASIC DO THE CURRICULUM DESIGN MANUAL, A PREPARATION HANDBOOK FOR CONSTRUCTION VERSION AND DEVELOPMENT, (MONTEREY BOARD OF EDUCATION, MARCH, 1969).

(II) AFFECTIVE OBJECTIVES, SKILLS OBJECTIVES, AND KNOWLEDGE OBJECTIVES WILL BE CLEARLY DEFINED AND SPECIFIED WITH STUDENT FOCUS.

(III) CORE SUBJECT CONTENT WILL MEET THE REQUIREMENTS OF THE PROVINCIAL CURRICULUM DOCUMENTS TEACHING GUIDE, TEXTBOOKS, PAPERS, AND OTHER STUDENT DIRECTION TECHNOLOGY RESOURCES WHICH APPROPRIATE.

(IV) EACH CURRICULUM WILL INCORPORATE A BASIC LIST OF THE EQUIPMENT NECESSARY TO ACCEPTABLE THE CURRICULUM AND TO FACILITATE INFORMATION WITHIN A LOW-RANGE DIVERSE EQUIPMENT PLAN.

INITIAL REPORTS INDICATE THAT (1) MANUFACTURING TECHNOLOGY AND (2) DRAFTING, ARE MORE BY ELECTRICITY, ELECTRONICS, AUTO REPAIRING, AND [illegible] OTHER SECONDARY CONSIDERATIONS WITH ACADEMIC AND VOCATIONAL SUBJECTS THOSE OF PRINCIPLES AND REVERSED.

Core courses exist in drafting, machine shop, electricity and electronics, vocational welding, "Practical Technology for Living" and Industrial Arts (grades 8-9). Programs courses exist in Engineering Drawing (10,A,C,T), and Construct Technology (General Level, grades 11-12). Existing core documents will have to be revised to meet the new provincial requirements.

The provincial curriculum as expressed in the Part B documents are meeting while the overall philosophy is expressed in Part A which is already available.

Writing teams should be designed with the various subject foundables to accomplish the task as provided to the process with in-service training in the format required.

The component of "student focus" is to emphasize that each curriculum will present the objectives from the student perspective ("The student will know ...", "The student will do ..." and so forth. This is to be evaluate simply a teacher-centered point-from topmost checklist.

* 9. THAT THE DRAFTING PROGRAM BE RESTRUCTURED IN THE SENIOR DIVISION TO PROVIDE A BROAD OVERVIEW OF ENGINEERING GRAPHICS BASED ON THE FOLLOWING CRITERIA:

Target: Curriculum Rev and Modificati 1986-87

(A) STUDENTS WITH PRIOR DRAFTING BACKGROUND WHO WISH ONE OR TWO CREDITS EACH YEAR AND WISH TO PURSUE FURTHER COURSES MAY SELECT ONE CREDIT EACH YEAR IN MECHANICAL DRAFTING AND ONE CREDIT EACH YEAR IN ARCHITECTURAL DRAFTING IF THEY WISH TO CONCENTRATE IN DRAFTING. HOWEVER, SINGLE CREDITS MAY BE SELECTED BY A STUDENT IF DESIRED. COURSES SHOULD BE REWRITTEN TO REFLECT THIS REALIGNMENT.

It is possible that not all schools will offer a double credit since not all schools have a wood and building construction facility which can be supportive to an architectural program.

(B) GENERAL DRAFTING COURSES SHOULD BE DEVELOPED AT TWO LEVELS OF DIFFICULTY IN THE SENIOR DIVISION:

Target: Curriculum De 1986-87

(I) A SINGLE CREDIT COURSE AT THE GENERAL LEVEL (GRADE 11) FOR THOSE WHO WISH TO OBTAIN SOME BACKGROUND BUT LACK PRIOR EXPERIENCE. IT WILL NOT BE OPEN TO PEOPLE CONCENTRATING IN DRAFTING. EXPERIENCE IN DIVERSE AREAS SUCH AS ARCHITECTURAL AND MECHANICAL DRAFTING, BLUEPRINT READING AND SKETCHING WILL BE INCLUDED. UPON COMPLETION OF THIS COURSE, CAPABLE STUDENTS MIGHT ENTER GRADE 12 OF THE CONCENTRATION COURSE. AN APPROPRIATE COURSE SHOULD BE DEVELOPED.

Many students do not develop an awareness of directions they may wish to pursue until the later grades. This will permit students to pick up some drafting background in the senior division without having taken a course earlier in the packed Grade 9/10 years.

Target: Curriculum De 1986-87, Implementatio Grade 11, 198 Grade 12, 198

(II) A SINGLE CREDIT COURSE AT THE ADVANCED LEVEL IN EACH OF GRADES 11 AND 12 FOR STUDENTS PLANNING TO PROCEED TO FURTHER EDUCATION (TECHNOLOGIES, PHYSICAL SCIENCES, ENGINEERING ...) UPON COMPLETION OF THE GRADE 11 COURSE A STUDENT MAY PROCEED TO THE GRADE 12 COURSE OR THE GRADE 12 GENERAL LEVEL COURSE (WITH PERMISSION). APPROPRIATE COURSES SHOULD BE PREPARED.

9. THAT THE SUBJECTED PROGRAM BE RESTRUCTURED IN THE SERIES DIVISION TO INCLUDE A BROAD OVERVIEW OF ENGINEERING CAPABILITIES BASED ON NEW FUNCTIONAL CRITERIA:

(A) STUDENTS WITH RIGHT DEFICIENCIES WANTING AND WISH ONE OR TWO CREDITS EACH YEAR, AND WISH TO PURSUE FURTHER COURSES MAY SELECT ONE CREDIT EACH YEAR IN MECHANICAL DRAFTING AND ONE CREDIT EACH YEAR IN ARCHITECTURAL DRAFTING IF THEY WISH TO CONCENTRATE IN DRAFTING. HOWEVER, SINGLE CREDITS MAY BE SELECTED BY A STUDENT IF DESIRED. COURSES SHOULD BE FLEXIBLE TO ACCEPT THIS REQUIREMENT.

IT IS POSSIBLE THAT NOT ALL SCHOOLS WILL OFFER A DOUBLE CREDIT. SINCE NOT ALL SCHOOLS HAVE ADEQUATE AND QUALIFIED COMPUTER FACILITIES, WHICH CAN BE SUPPORTIVE TO AN ARCHITECTURAL PROGRAM.

(B) SENIOR REALTIES COURSES SHOULD BE OFFERED AT TWO LEVELS OF DIFFICULTY IN THE SENIOR DIVISION:

(I) A SINGLE CREDIT COURSE AT THE GENERAL LEVEL (GRADE 11) FOR THOSE WHO WISH TO DRAW A SYMBOL BACKGROUND BUT LACK PRIOR CONVERSANCE. IT WILL NOT BE TIMED TO PROVIDE CONCENTRATIONS IN DRAFTING. EXAMINERS IN DIVERSE FIELDS THEN AS MANUFACTURING AND MECHANICAL DRAFTING, ELECTRICAL DRAFTING AND SANITARY WILL BE INCLUDED. WHEN COMPLETING BY THIS COURSE, GRADUATE STUDENTS MIGHT ENTER LEVEL II OF THE EXPLORATION COURSE. AN APPROPRIATE COURSE SHOULD BE DEVELOPED.

MANY STUDENTS DO NOT DEVELOP AN AWARENESS OF ATTRACTIONS THEY MAY WISH TO PURSUE UNTIL THEY ARE TALLER GROWN. THIS WILL PERMIT STUDENTS TO PICK UP SOME DRAFTING BACKGROUND IN THE EARLIER SITUATION WITHOUT HAVING TAKEN A COURSE EARLIER IN THE PROGRAM (GRADE 9/10 YEARS).

(II) A SINGLE CREDIT COURSE AT THE ADVANCED LEVEL IN EACH OF SUBJECTS II AND 12 FOR STUDENTS PLANNING TO PROCEED TO FURTHER EDUCATION TECHNOLOGIES, PHYSICAL SCIENCES, ENGINEERING ...) UPON COMPLETION OF THE GRADE 11 COURSE A STUDENT MAY PROCEED TO THE GRADE 12 COURSE OR THE GRADE 12 GENERAL LEVEL COURSE (WITH PERMISSION). APPROPRIATE COURSES SHOULD BE PREPARED.

Students entering university engineering or a C.A.A.T. program without a prior drafting background frequently find themselves "tossed into" engineering graphics courses where fundamentals receive cursory attention in favour of more advanced work. These courses are intended to bridge this problem and provide skills and knowledge relative to a broad range of applications in tertiary courses.

(C) SUBJECT TO MINISTRY OF EDUCATION REAPPROVAL, THE ONTARIO ACADEMIC CREDIT ENGINEERING GRAPHICS SHOULD CONTINUE TO BE OFFERED IN THOSE SCHOOLS WHERE SUFFICIENT CANDIDATES ARE AVAILABLE.

This successful course builds on some fundamentals in drafting to move quickly to work in descriptive geometry and engineering applications. For this reason, there are no prerequisites.

Engineering Graphics (TDM5/ (Hamilton Boar Education Curriculum, 19

graduate entering university engineering or a C.A.T. program without a prior drafting background frequently find themselves "lacking" also, engineering technician courses where fundamentals receive cursory attention in favour of more advanced work. These courses are intended to bridge this problem and provide skills and knowledge relative to a broad range of applications in industry generally.

(c) CONSULT TO MINISTRY OF EDUCATION REPRESENTATIVES, THE ONTARIO ACADEMIC CREDIT ARRANGEMENT COMMITTEE CURRENTLY DEALING WITH ARRANGEMENTS IN THESE SERVICES WHERE SUBSTITUTE CREDITS ARE AVAILABLE.

This successful course enables an even fundamentals in drafting, to move quickly to work in other technical geometry and engineering specifications. For this reason, there are no prerequisites.

SUMMARY OF PROPOSED RESTRUCTURING

GENERAL DRAFTING:

General Level - for those who wish to obtain some background but lack prior experience. Not open to students concentrating in drafting. Experience in diverse areas such as architectural and mechanical drafting, and including blueprint reading and sketching.

TDR 3G PERMISSION

Prerequisite: none

Advanced Level - for students planning to proceed to further education (technologies, physical sciences, engineering ...)

TDR 3A PERMISSION

Prerequisite: none

TDR 4A
Prerequisite: TDR 3A

MECHANICAL / ARCHITECTURAL

For students who wish one or two credits each year and have prior drafting background.

TDM 3G1 and/or TDA 3G1
Prerequisite: at least one intermediate credit

TDM 4G1
Prerequisite: TDM 3G1 and/or TDA 4G1
Prerequisite: TDA 3G1

O.A.C. ENGINEERING GRAPHICS TDM 5AX

Prerequisite: none

* 10. THAT THE MACHINE SHOP PROGRAM BE RESTRUCTURED AS A MORE BROADLY BASED MANUFACTURING TECHNOLOGY PROGRAM IN THE SENIOR DIVISION BASED ON THE FOLLOWING CRITERIA:

(A) THE PROGRAM WILL BE RENAMED "MANUFACTURING TECHNOLOGY" (TMY). — Target: Immediately

(B) THE COURSES SHOULD BE DIRECTED TOWARD A BROADER UNDERSTANDING OF THE MANUFACTURING PROCESS INCLUDING AN AWARENESS OF THE NEW TECHNOLOGIES AND THEIR IMPLICATIONS. THEY SHOULD BE EXPERIENTIAL AND PRACTICAL. THEORY SHOULD BE INCORPORATED AS NEEDED. EVALUATION SHOULD BE CHANGED TO REFLECT THE NEW EMPHASIS. ALTHOUGH MACHINING PROCESSES WOULD BE THE FOCUS OF THE COURSE, MODULES DEALING WITH OTHER MANUFACTURING PROCESSES (SUCH AS WELDING AND FABRICATING, COMPUTERIZED PROCESSES, MATERIALS, HYDRAULICS AND PNEUMATICS, AND SO ON) WOULD BE DEVELOPED. A MAJOR THRUST MUST BE APPLICATIONS TO A WIDE VARIETY OF CAREERS FROM ENGINEER TO SALESMAN.

(C) EXISTING EQUIPMENT SHOULD BE REVIEWED TO DETERMINE ITS APPROPRIATENESS. EQUIPMENT SHOULD BE TRANSFERRED OR SOLD AS REQUIRED. SIMULATION EQUIPMENT TO INTRODUCE THE NEW TECHNOLOGIES SHOULD BE STUDIED AND PLANNED PURCHASES BE MADE. — cf. Recommendatio

(D) A SINGLE CREDIT GRADE 11 COURSE SHOULD BE DEVELOPED FOR STUDENTS WITHOUT PRIOR EXPERIENCE. IT WOULD BE OPEN TO GRADE 12 STUDENTS, AS WELL. CONTINUATION IN A PARALLEL GRADE 12 COURSE WOULD BE POSSIBLE WITH PERMISSION. — Target: Curriculum De 1986-87

(E) THE OPPORTUNITY FOR STUDENTS TO CONTINUE INTERMEDIATE DIVISION EXPERIENCES IN A SINGLE CREDIT COURSE IN EACH OF GRADES 11 AND 12 SHOULD BE AVAILABLE. — Target: Immediate Implementatic

(F) FOR SOME STUDENTS, THE OPPORTUNITY FOR DOUBLE CREDIT CONCENTRATION IN THE SUBJECT WOULD BE PROVIDED IN DESIGNATED SCHOOLS.

(G) A MAJOR INITIATIVE SHOULD BE UNDERTAKEN TO DEVELOP CURRICULUM MODULES APPROPRIATE TO THE CRITERIA EXPRESSED IN ITEM (B). THIS TASK SHOULD BE GIVEN TO THE "CAM (COMPUTER AIDED MANUFACTURING) GROUP" WHICH HAS ALREADY CARRIED OUT SUCH DEVELOPMENT WORK FOR OVER ONE YEAR. THE "CAM GROUP" SHOULD ALSO BE EMPOWERED TO CONDUCT IN-SERVICE AND UPGRADING WITH OUR EXISTING STAFF OF MACHINE SHOP TEACHERS. TO THIS END, UPGRADING FUNDS SHOULD BE PROVIDED TO PERMIT SUBSTITUTE TEACHERS TO BE OBTAINED. — Target: Initiated 19 Completed 19

10. THAT THE MACHINE SHOP IN BRAM BE RESTRUCTURED AS A MORE BROADLY BASED MANUFACTURING TECHNOLOGY PROGRAM IN THE SENIOR DIVISION BASED ON THE FOLLOWING CRITERIA:

(A) THE PROGRAM WILL BE ENTITLED "MANUFACTURING TECHNOLOGY" (TMT).

Target: Immediately

(B) THE PROCESS SHOULD BE DIRECTED TOWARD A BROADER UNDERSTANDING OF THE MANUFACTURING PROCESS INCLUDING AN AWARENESS OF THE NEW TECHNOLOGIES AND THEIR IMPLICATIONS. THEY SHOULD BE EXPERIENTIAL AND ANALYTICAL. THEORY SHOULD BE INCORPORATED AS NEEDED. EDUCATION SHOULD CONTINUALLY REFLECT THE NEW PROBLEMS. ALTHOUGH MACHINING PROCESSES NEEDED BY THE BRAM OF THE COMBS, MODULES DEALING WITH OTHER MANUFACTURING PROCESSES (SUCH AS WELDING AND FABRICATING, PRODUCTION PROCESSES, MATERIALS, MANAGEMENT AND ECONOMICS, AND SO ON) NEEDED DEVELOPED. A MASTER PLAN MUST BE APPLICABLE TO A WIDE VARIETY OF CAREERS FROM ENGINEERS TO SALESMEN.

(C) EXISTING COURSEWORK SHOULD BE REVIEWED TO DETERMINE ITS APPROPRIATENESS. COURSEWORK SHOULD BE TAKEN FROM SCHOOL AS REQUIRED. SIMULATION EQUIPMENT TO INTRODUCE THE NEW TECHNOLOGIES SHOULD BE STUDIED AND PLANNED. PROGRAMS SHOULD BE MADE.

Target: Immediate

(D) A SINGLE CREDIT SEMESTER COURSE SHOULD BE DEVELOPED FOR STUDENTS WITHOUT PRIOR EXPERIENCE. IT WOULD BE OPEN TO BRAM IN SCHOOL AS WELL. COMPLEMENTION IN A PRACTICE BASED IN CONCEPT SHOULD BE PRACTICE WITH PERMISSION.

Target: Immediate Semester 2004-07

(E) THE OPPORTUNITY FOR STUDENTS TO CONTINUE INTERMEDIATE DIVISION EXPERIENCES IN A SINGLE CREDIT COURSE IN EACH OF BRAM 11 AND 12 SHOULD BE AVAILABLE.

Target: Immediately Implemented

(F) FOR SOME STUDENTS, THE OPPORTUNITY FOR DOUBLE CREDIT CONTRIBUTION IN THE SUBJECT MODULE BE PROVIDED IN DESIGNATED SCHOOLS.

(G) A MAJOR INITIATIVE SHOULD BE UNDERTAKEN TO PROVIDE CONTRIBUTION MODULES APPROPRIATE TO THE CRITERIA EMBODIED IN ITEM (B). THIS TASK SHOULD BE GIVEN TO THE "CAM (COMPUTER AIDED MANUFACTURING) GROUP" WITCH HAS ALREADY FABRICED OUT SOME DEVELOPMENT WORK FOR OVER ONE YEAR. THE "CAM GROUP" SHOULD ALSO BE EMPLOYED TO CONDUCT IN-SERVICE AND UPGRADING WITH COW EXISTING STAFF OF MASTER SHOP TEACHERS. TO THIS END, UPGRADING FUNDS SHOULD BE PROVIDED TO PERMIT SUBSTITUTE TEACHERS TO BE OBTAINED.

Target: Immediately Implemented in Complete 12

SUMMARY OF PROPOSED RESTRUCTURING

For students who want a single credit but lack prior experience.	For students with prior experience who want a single credit each year.	For students who want subject concentration
Integrated manufactufacturing courses		Increased depth in machining processes
TMY 3G (no prerequisite)	TMY 3G1 (intermediate division credit prerequisite)	TMY 3G2 (TMY 3G1 prerequisite)
WITH PERMISSION	TMY 4G1 (TMY 3G1 prerequisite)	TMY 4G2 (TMY 3G2 & 4G1 prerequisites)
May be offered at all schools	Offered at all schools	Offered only at designated schools

(H) FOR THE TIME BEING, INDIVIDUAL SCHOOLS SHOULD BE PERMITTED TO OFFER SINGLE CREDIT COURSES IN MATERIALS AND PROCESSES (TIX) IN THE SENIOR DIVISION. AT PRESENT, THREE SCHOOLS (GLENDALE, SHERWOOD AND SIR ALLAN MACNAB) OFFER DISTINCTIVE COURSES. HALF CREDIT COURSES SHOULD NOT BE OFFERED.

- THE LONG-RANGE GOAL IS TO INTEGRATE THESE MODULES WITHIN THE MANUFACTURING CURRICULUM.
- THIS IS NOT TO SUGGEST THAT A MATERIALS AND PROCESSES COURSE SHOULD NOT EXIST IN THE 3G1/2 CATEGORIES AS AN OPTION. THERE COULD BE A STRONG APPEAL AT THE ADVANCED LEVEL (3A1/2), POSSIBLY AS OPPOSED TO THE GENERAL LEVEL.

(I) "METALLURGY" AND "STRENGTHS OF MATERIALS" AS DISCRETE COURSES EXIST IN ONLY A FEW SCHOOLS. THESE SHOULD BE ABSORBED WITHIN EXISTING MANUFACTURING AND/OR DRAFTING COURSES AS SOON AS POSSIBLE. IN-DEPTH "STRENGTHS OF MATERIALS" ARE PROBABLY INAPPROPRIATE TO THE MATHEMATICAL REALITIES OF THE GENERAL LEVEL.

Future projections in manufacturing suggested that a major reorientation of the Machine Shop programs was in order. In an attempt at redirecton, a Materials and Processes course was established in 1971 in one school. In the following years, two

SUMMARY OF PROPOSED ARRANGEMENTS

For students who want a single credit but lack prior experience.	For students with prior experience who want a single credit with YMAT.	For students who want subject concentration
Integrated manufacturing courses		Increased depth in mastering processes
TMY 3Q (as practicals/size)	TMY 3Q1 (Laboratory/site development project preparation)	TMY 3Q2 (TMY 3Q1 prerequisite)
	TMY 4Q1 (TMY 3Q1 prerequisite)	TMY 4Q2 (TMY 3Q2 & 4Q1 prerequisite)
May be offered at all schools.	Offered at all schools.	Offered only at designated schools

(h) FOR THE TIME BEING, INDIVIDUAL COURSES SHOULD BE REVISED TO REFLECT SINGLE CREDIT COURSES IN MATERIALS AND PROCESSES (TMY) IN THE SENIOR DIVISION. AT MASSEY, THESE COURSES (ISOMATE, SUBMARGE AND AIR RAM MACHINE) HAVE DISTINCTIVE CONTENTS. HALF CREDIT COURSES SHOULD NOT BE OFFERED.

. THE ONE-WAYS MODE IS TO INTEGRATE THESE MODULES WITHIN THE MANUFACTURING DIRECTORIUM.

. THIS IS NOT TO SUGGEST THAT A MATERIALS AND PROCESSES COURSE SHOULD NOT EXIST IN THE SENIOR CATEGORY AS AN OPTION. THIS COULD BE A STRONG APPEAL AT THE ADVANCED LEVEL (SAY/2). POSSIBLY AS OFFERED TO THE GENERAL LEVEL.

(i) "MECHANISMS AND STRENGTHS OF MATERIALS" AS BUSINESS COURSES EXIST IN ONLY A FEW SCHOOLS. THIS SHOULD BE ARRANGED WITHIN EXISTING MANUFACTURING AND/OR INDUSTRIAL DIRECTORS AS SOON AS POSSIBLE. INDUSTRIAL STATISTICS OF MATERIALS AND INDUSTRY INHERENT RELATE TO THE MATHEMATICAL FACILITIES OF THE ADVANCED LEVEL.

Future projections in manufacturing suggested that a major reorganization of the Machine Shop program was in order. In an effort at reflection, a Materials and Processes course was established in 1971 in one school. In the following years, two

more schools undertook to introduce courses. The major problem has been to reorient the perceptions and inclinations of our existing staff to changes in technology and educational processes. These are two key elements in reorienting the program: (1) upgrading of teachers in the new concepts, and (2) providing the basic equipment necessary for restructuring.

11. THAT COMPUTER TECHNOLOGY COURSES BE OFFERED IN THE SENIOR DIVISION IN EACH OF GRADES 11 AND 12 AT THE GENERAL LEVEL OF DIFFICULTY. SUCH COURSES SHOULD BE OFFERED ONLY IN SCHOOLS WHERE THEY WOULD BE VIABLE.

cf. Computer Studies, Intermediate a Senior Divisio (Ministry of Education, 198

Hamilton Curriculum developed 198 Grade 11 implemented 1985-86; Grade 12 targ 1986-87

Existing electronics courses in the senior division have been changing during the last decade to increasingly incorporate elements of the rapidly evolving technology. Some of the elements which have been incorporated are integrated circuitry, digital electronics, and microprocessor applications in technology. Much of the equipment required for such courses is already to be found in most electronics shops. Logic trainers which are the heart of such courses fall within the "supply item" category. The resource base is in place in most schools. Building this base is mainly a matter of reallocating the supply of funds over a period of several years.

While the computer technology courses will probably attract some students working at the general level but with genuine interests and capabilities oriented toward computer technology, these courses would be primarily aimed at students envisioning tertiary education and training.

These courses would be taught by electronics teachers. New certification procedures for teachers in the various computer disciplines are currently under development by the Ministry. Two computer trainers for the upgrading of teachers are currently in use in our system.

In due course, decisions will have to be made relating to a Grade 12 credit at the advanced level.

12. THAT A MODULAR PRACTICAL TECHNOLOGY "LIFE SKILLS" COURSE AT THE GENERAL LEVEL, PROBABLY GRADE 10, BE DEVELOPED AND MADE AVAILABLE FOR ALL SCHOOLS TO OFFER IF IT MEETS THEIR NEEDS. THE AIM OF THE COURSE IS TO PROVIDE TECHNICAL SKILLS AND KNOWLEDGE WHICH READILY APPLY TO THE RIGOURS OF EVERYDAY LIFE TO STUDENTS WHO MIGHT NOT OTHERWISE SELECT A TECHNICAL COURSE. THE CO-ED NATURE IS TO BE EMPHASIZED. IT WOULD BE OPEN TO SENIOR DIVISION STUDENTS WHO WANTED TO TAKE IT. MODULES WOULD INCLUDE:

Hamilton Curriculum Practical Technology for Living develop 1984-85 and implemented 1985-86

- PLANNING
- AUTO OWNERSHIP AND SERVICING
- HOME ELECTRICITY
- POWER MECHANICS AND SMALL ENGINES
- WOODWORKING FUNDAMENTALS AND RELATED REPAIRS
- HOME PLUMBING AND REPAIRS
- WORKING WITH METALS
- OPERATING PRINCIPLES OF COMPUTERS.

A PARTICIPATING SCHOOL WOULD SELECT THE MODULES IT WOULD OFFER SUBJECT TO ITS PARTICULAR NEEDS. THE TITLE OF THE COURSE WOULD BE "PRACTICAL TECHNOLOGY FOR LIVING" (TIE 2G).

13. THAT SERIOUS CONSIDERATION BE GIVEN TO WAYS IN WHICH PROGRAMS AND FACILITIES PECULIAR TO EITHER COMPOSITE OR VOCATIONAL SCHOOLS COULD BE UTILIZED TO THE ADVANTAGE OF STUDENTS IN BOTH KINDS OF SCHOOLS. INITIATIVES TO DO THIS BETWEEN SCHOOLS SHOULD BE ENCOURAGED.

There are certain programs and facilities which are peculiar to either a composite or a vocational school. For example, experiences in machine shop or electricity could well be beneficial to vocational students, while such areas as auto body, graphic arts and hairdressing offer ideal opportunities for composite students. Some crossover experiences have occurred in the past. Much more needs to be done to enrich students' experiences by fully utilizing the resources of our system.

* 14. THAT THE NEED TO INCORPORATE A WOODWORKING FACILITY IN EACH COMPOSITE SCHOOL BE INVESTIGATED.

Woodshop is a major facility that appeals to all age groups of the community. It provides lifetime skills for girls and boys for personal growth as well as vocations, and for adults of all ages.

15. THAT INDIVIDUAL SCHOOLS BE ENCOURAGED TO PLAN AND IMPLEMENT INNOVATIVE PROGRAMS DESIGNED TO MEET THE NEEDS OF THE SCHOOL COMMUNITY IN LIGHT OF CHANGING SOCIETAL NEEDS AND TECHNOLOGICAL INNOVATION.

During a period of declining enrolment and difficulties in maintaining traditional programs, school staffs need the encouragement and the opportunity to package courses in novel ways and pilot them in the search for new approaches to program design.

* 16. THAT A REVIEW OF MAJOR EQUIPMENT BE CONDUCTED AND A LONG-RANGE EQUIPMENT PLAN BE ESTABLISHED. THE REVIEW SHOULD INCORPORATE SUCH ELEMENTS AS LOCATION, DESCRIPTION, AGE, CONDITION, STATUS (IE., OBSOLESCENCE, AVAILABILITY ...). THE LONG-RANGE EQUIPMENT PLAN SHOULD COVER A PERIOD OF APPROXIMATELY FIVE YEARS AND SHOULD INCLUDE A SCHEDULE OF REPLACEMENT, REPAIR, OR DISPOSAL, AS DETERMINED BY CURRICULUM NEEDS. IT SHOULD PROVIDE A BASIS FOR EQUIPMENT UPGRADING AND MAINTENANCE, AND WOULD OPERATE IN CONJUNCTION WITH ANY PLAN TO INTRODUCE EQUIPMENT REFLECTING THE RECENT ADVANCES IN TECHNOLOGY.

cf. Appendix

Technological Studies, Part p.10

For immediate implementation

cf. Recommendati

In a time of financial constraint, rising prices, and rapid technological and curricular changes, it is more important than ever to marshal existing resources carefully, while reflecting the needs of changing curricula. To do this, long-range planning is vital.

The task is monumental since the scope of our facilities and equipment must be compared with that of a medium-sized industry of great diversity. A major financial commitment by the Board will be necessary to support such a plan.

* 17. THAT A PRIORITY PROGRAM BE ESTABLISHED COMMENCING SEPTEMBER, 1986, TO PLACE IN ALL SCHOOLS ADVANCED TECHNOLOGY EQUIPMENT IN AT LEAST ONE SHOP TO SUPPORT PROGRAM UPGRADING AND REALIGNMENT. SOME EXAMPLES ARE:

cf. Recommendatio
Recommendatio

- COMPUTERIZED MILLING MACHINE (BENCH MODEL)
- COMPUTERIZED LATHE (BENCH MODEL)
- HYDRAULICS TRAINER
- PNEUMATICS TRAINER
- COMPUTER AIDED DESIGN UNIT (CAD)
- PROGRAMMABLE CONTROLLER
- ENGINE AND MOTOR EXHAUST GAS ANALYSER
- ELECTRONICALLY CONTROLLED VARIETY SAW

EACH SUBJECT ROUNDTABLE SHOULD BE CONSULTED TO DETERMINE AREAS OF ADVANCES AND NEED, AND RECOMMENDED PLACEMENT. EACH SUBJECT AREA WOULD REQUIRE CAREFUL ANALYSIS IN LIGHT OF THE CURRICULUM TO DETERMINE SUCH NEEDS.

Two examples are offered to illustrate the nature of this aspect of a Long-Range Equipment Plan. They are not intended to be exclusive. Each subject area would require careful analysis in the light of the curriculum to determine such needs.

The Supervisor's CAM (Computer Aided Manufacturing) Group made a presentation to the Technical Education Review Committee to revamp the machine shop program along the lines of manufacturing technology. This involves program development in automated process including computerized numerically controlled machines and hydraulic/pneumatic control systems. The basis for the programming of such units is an understanding of basic machining processes. Fortunately, small trainers of various kinds are now on the market at a fraction of the cost of industrial units.

Modern design drafting processes involve Computer Aided Design hardware. Such hardware range from sophisticated high cost units to those based on the more powerful personal computers. A reasonably priced package based on the IBM Personal Computer includes a digitizer tablet, a "mouse", a plotter, and a software program.

The task is accomplished since the access of new facilities and assistance must be coordinated with that of a medium-sized industry of great diversity. A major financial commitment by top board will be necessary to support such a plan.

17. THAT A FACILITY PROGRAM BE ESTABLISHED CONCERNING SERVICES, ISSUE, TO PLACE IN ALL SCHOOLS ADVANCED TECHNOLOGY EQUIPMENT IN AT LEAST ONE SHOP TO SUPPORT PROGRAM OPERATIONS AND ATTAINMENT. SOME EXAMPLES ARE:

- FUNCTIONALLY MULTI-PURPOSE FACILITY (SMALL MODEL)
- FLEXIBLE-STYLE LASER (SAVER MODEL)
- HYDRAULICS TRAINER
- PARTICLES TRAINER
- COMPUTER AIDED DESIGN UNIT (CAD)
- PROGRAMMABLE CONTROL UNIT
- ENGINE-ANALYZER, EXHAUST GAS ANALYZER
- ELECTROMECHANICAL CONTROLLED VACUUM SAW

EACH SUBJECT MOVEMENT SHOULD BE CONDUCTED TO DETERMINE AREAS OF ADVANCES AND NEED, AND ACCOMPLISHED BY EACH SUBJECT AREA WOULD REQUIRE CAREFUL ANALYSIS IN LIGHT OF THE CURRICULUM TO DETERMINE SUCH NEEDS.

Two examples are offered to illustrate the nature of this aspect of a long-range Equipment Plan. They are not intended to be exclusive. Each subject area would require careful analysis in the light of the curriculum to determine such needs.

The Supervisor's Gun (Computer Aided Manufacturing) Group made a presentation to the Technical Education Advisory Committee to review the machine shop program along the lines of manufacturing technology. This involves program development in automated process including cutting edges, perhaps partially controlled machining and hydraulic/pneumatic control systems. The basis for the program on of such units is an understanding of basic machining processes. Fortunately, small versions of machine tools are now on the market at a fraction of the cost of industrial units.

Modern designs-drafting processes involve Computer Aided Design hardware. Such hardware range from sophisticated high cost units to those based on the more powerful personal computers. A reasonably priced package based on the IBM Personal Computer includes digitizer tablet, a "mouse", a plotter, and a software program.

* 18. THAT AN EQUIPMENT MAINTENANCE TEAM BE ESTABLISHED WITH THE GOAL OF PROVIDING ONGOING MAINTENANCE AND UPGRADING OF EQUIPMENT WITHIN THE SYSTEM. SUCH A TEAM WOULD INCLUDE AN INDUSTRIAL MECHANIC AND AN INDUSTRIAL ELECTRICIAN. A REPORT SHOULD BE PREPARED INCORPORATING COST ESTIMATES AND THE EXPERIENCE OF OTHER BOARDS WHICH HAVE SUCH PROGRAMS IN OPERATION.

The first Board to undertake such a program was North York. Others have followed including Scarborough and Waterloo. Such Boards have found having their own maintenance staff to provide for ongoing maintenance is not only cost effective but maintains equipment at a uniformly high level of quality across their systems. It is entirely possible that the maintenance team would be able to assist in the accomplishment of Recommendation 12.

* 19. THAT A TECHNOLOGICAL STUDIES TEACHER DEVELOPMENT PROGRAM BE ESTABLISHED IN CONJUNCTION WITH THE STAFF DEVELOPMENT DEPARTMENT TO PROVIDE VARIOUS AVENUES OF SUBJECT SPECIFIC GROWTH AND UPGRADING. SINCE THE PARTICULAR NEEDS ARE AS DIVERSE AS THE NATURES OF THE SUBJECTS INVOLVED, THE PROGRAM WOULD HAVE TO BE FLEXIBLE IN TERMS OF THE AVENUES EMPLOYED. THESE COULD INCLUDE:

cf. Appendix

(A) INDUSTRY/BUSINESS ASSIGNMENTS (RANGING FROM ONE DAY TO TWO WEEKS) WITH SPECIFIC LEARNING OBJECTIVES DEFINED.

(B) CO-OPERATIVE VENTURES INVOLVING THE PARTICIPATION OF SKILLED PERSONNEL FROM BUSINESS AND INDUSTRY IN THE SCHOOL SETTING.

(C) UPGRADING PROGRAMS AND COURSES THROUGH SUCH AGENCIES AND GROUPS AS:

- INDUSTRIAL TRAINING ORGANIZATIONS
- COLLEGES OF APPLIED ARTS AND TECHNOLOGY
- BUSINESS AND INDUSTRY (IE. GENERAL MOTORS COURSES)
- OUR OWN RESOURCES (IE. COMPUTER AIDED MANUFACTURING GROUP)
- SUMMER FELLOWSHIPS (BASED ON SUPPLY RATES).

FUNDING SHOULD PROVIDE FOR FEES, TRANSPORTATION, AND QUALIFIED PERMANENT STAFF TEACHERS TO ALLOW FOR IMPLEMENTATION OF THE PROGRAM.

Rapidly changing technology has imposed increasing demands for technical teachers to continuously update themselves in their specific disciplines. These dichotomies, coupled with a staff whose average age is beyond the average for the profession, suggest that subject specific upgrading is in order.

As well as obtaining Additional Basic Qualifications in a variety of technical subjects, technical teachers are under strong pressure to obtain General Studies Qualifications in academic subjects. The demands are high and unceasing.

The draft provincial curriculum (Technical Studies, Part A, pp. 12-13) refers to the impact of technological changes specifically in the areas of new or high technology. It states, "... that teachers of drafting and machine shop must become knowledgeable about computer assisted design (CAD) and computer assisted manufacturing (CAM), teachers of graphic arts with computer graphics equipment, electrical and electronics teachers be prepared to teach various aspects of digital circuits and microelectronics, and automotive studies teachers be up-to-date with latest diagnostic test machines and equipment. Other technological studies teachers will be similarly affected as the use of computers increases in each field. As well, teachers will be required to become knowledgeable about the use of microcomputers as a teaching aid."

The provincial curriculum document also addresses "Staff Development" in terms of two major challenges: (i) "the need to remain up-to-date and competent in their subject areas", and (ii) "the need to become aware of teaching strategies which will assist exceptional students." In the former instance, new or high technology is emphasized. The teaching of a technical subject area outside the area of specialization is also referred to. The guideline states:

> "Programs for staff development could include teacher-peer training; attendance in courses, conferences, and seminars offered by various institutions and private corporations; the use of professional development days for curriculum and implementation; the use of internal and external resources; and self-directed learning."

The nature of upgrading is as variable as the number of technical disciplines. Many approaches are necessary. A co-operative effort on the part of both the Board and its technical staff is necessary.

The ten recommendations of the Report of the Teacher Work Experience Committee (Hamilton Board of Education, 1980-81), should be reviewed.

cf. Appendix

20. THAT THE BOARD INITIATE A SYSTEM OF EARLY RETIREMENT INCENTIVES TO RELIEVE THE STAFFING PROBLEMS CREATED IN TECHNOLOGICAL STUDIES AND OTHER AREAS.

cf. Appendix 1

In the last few years, diverse forces (such as declining enrolment, O.S./I.S., employment and economic changes, technological change ...), have come together to have a profound impact on enrolments in Technological Studies programs across the province.

In Hamilton, we have staff surpluses in drafting and machine shop and shortages in electrical, electronics, and construction areas.

The average age of the Technological Studies teachers in the composite schools in 1985 is 52. There have been few opportunities in recent years to add younger teachers with their fresh perspectives and recent experiences to the staff. Action is needed to encourage the "early" retirement of significant numbers of Technological Studies teachers, hopefully reducing the numbers in surplus areas and permitting hiring in areas of shortage. Restoring a balanced staff is a major challenge which is central to a reorganized curriculum in Technological Studies.

* 21. THAT THERE BE INCREASED PUBLICITY FOR TECHNOLOGICAL STUDIES COURSES IN HAMILTON.

It is apparent that a concerted effort must be made at all levels in the Hamilton system to publicize the opportunities provided to students through Technological Studies courses. There is no one way to achieve this, but fruitful results would be produced by a variety of initiatives. The collective and individual efforts of everyone committed to technological education is vital. The following list presents a few of these initiatives, some of which have already been undertaken in various schools.

- Concerted teacher contacts with Grade 7 and 8 students through Industrial Art teachers
- Pamphlets, fliers, posters
- Mall exhibits
- Slide/cassette sets
- Option discussions with students
- Technology Fair (possibly in co-operation with Mohawk C.A.A.T.)
- Subject specific, city-wide contests (in drafting contests)
- News releases to local newspapers to trumpet particular achievements and to our Board Information Officer ... photographs expand interest particularly when students are involved.

Brainstorming activities would add extensively to the above.

22A. THAT CO-OPERATIVE EDUCATION PROGRAMS CONTINUE TO BE EXPANDED WITHIN OUR SYSTEM. ...

cf. Technolo Studies, Part p. 25, and O.S./I.S., pp. 25 ff

With specific reference to Co-Operative Education, a number of statements in O.S./I.S. stand out:

(a) "The content of both the in-school and out-of-school components should be developed by teachers who are knowledgeable in the subject areas."

(b) "The out-of-school component of the course must be outlined ..."

(c) "These are legitimate demands on the teacher's time and need to be accommodated in his/her timetable."

(d) "... its out-of-school learning should be closely related to the in-school component."

(e) "All co-operative education courses require that a teacher, knowledgeable in the area under study be involved in the planning and monitoring of the out-of-school component."

- Concerted lumber projects with Grade 7 and 8 students
  Forest industrial div lumbers
- Pamphlets, Pitters, posters
- Wall exhibits
- Slide/cassette sets
- Question discussions with students
- Technology fair (possibly in co-operation with Mohawk C.A.A.T.)
- Subject specific, city-wide contests (in drafting competitions)
- Less reliance on local newspapers to transmit particular achievements and to see Heavy Information Driver ... photocopying ensure interest particularly when students are involved.

Brainstorming activities would add extensively to the above.

22A. THAT CO-OPERATIVE EDUCATION PROGRAMS CONTINUE TO BE EXPANDED WITHIN OUR SYSTEM.

Much specific reference to Co-operative Education, a number of statements in O.S.A.T.S. stand out:

(a) "The content of both the in-school and out-of-school conferences should be developed by teachers who are knowledgeable in the subject areas."

(b) "The out-of-school component of the course must be outlined ..."

(c) "These are important decisions on the student's job and need to be accomplished in advance ..."

(d) "... the out-of-school learning should be closely related to the in-school component."

(e) "All co-operative education courses require that a teacher, knowledgeable in the area under study be involved in the planning and monitoring of the out-of-school component."

22B. THAT INNOVATIVE PRACTICES IN WORK EXPERIENCE BE ENCOURAGED AND PRESENTLY OPERATING PROGRAMS BE EXPANDED.

* 23. THAT THE INTENT OF THE INTERIM REPORT OF THE ADULT DAY SCHOOL COMMITTEE (MARCH 19, 1984) BE ACTED UPON THROUGH A FORMAL PROCESS OF COURSE OFFERINGS AND WIDE-SPREAD ADVERTISING. TECHNICAL COURSES OF A DIVERSE NATURE WOULD BE PART OF THIS PROCESS. COURSE OFFERINGS WILL VARY ACCORDING TO THE NATURE OF EACH SCHOOL AND ITS COMMUNITY. THIS COMMITTEE RECOGNIZES THAT THE SECONDARY SCHOOL SERVES THE ENTIRE ADULT COMMUNITY AND AS SUCH, HAS A RESPONSIBILITY TO OFFER COURSES THAT MEET THE NEEDS OF OLDER ADULTS AND SENIOR CITIZENS.

cf. Appendix

* 24. THAT STUDENTS WHO ARE CONSIDERING "DROPPING OUT" OF SCHOOL BE PERMITTED AND ENCOURAGED TO TAKE AS MANY "VOCATIONALLY ORIENTED" SUBJECTS (IE. TECHNOLOGICAL STUDIES, BUSINESS EDUCATION ...) AS THEY WISH NOT WITHSTANDING DIPLOMA REQUIREMENTS. SUCH STUDENTS COULD RECEIVE A "CERTIFICATE OF EDUCATION" (IF APPROPRIATE) AND/OR A "SCHOOL-LEAVING CERTIFICATE" LISTING ALL THE CREDITS ACHIEVED, AND LISTING ADDITIONAL COURSES REQUIRED TO OBTAIN AN O.S.S.D. IN THE FUTURE, SHOULD THEY SO WISH.

Counsellors and teachers are often aware of potential "drop outs". This proposal is aimed at encouraging such students to obtain some job skills prior to leaving. As well, such a venture might well relieve the academic pressures from some students sufficiently to keep them in school for a longer period of time, possibly with a long-term benefit of allowing them time to reorganize their lives and even complete diploma requirements.

The "Certificate of Education" for early school leavers as defined by O.S./I.S. "requires" six compulsory subjects and eight electives, but this is qualified for "exceptional students". However, many students might not be eligible. For this reason, a special certificate which also lists the courses still required to achieve a diploma might well encourage such students to start to pick up such courses in evening school classes. This document would be devised by, and peculiar to, our system.

25. THAT, UPON GRADUATION, AN ENDORSEMENT IN TECHNOLOGICAL STUDIES BE GRANTED TO PERSONS WHO CONFORM TO THE O.S./I.S. DEFINED "SCHOOL-RELATED PACKAGE: TECHNOLOGICAL STUDIES" OF 8 CREDITS (OR MORE) TAKEN BETWEEN GRADES 9 AND 12 INCLUSIVE, AND ...

O.S./I.S., pp. 23-24

Target: Immediate Implementation

IN ADDITION, STUDENTS WHO HAVE A CONCENTRATION OF TWO TECHNOLOGICAL STUDIES CREDITS IN A PARTICULAR SUBJECT IN EACH OF GRADES 11 AND 12 (WITHIN THE 8 CREDITS) MAY RECEIVE A SPECIFIC ENDORSEMENT IN THAT SUBJECT.

Support for the concept of a school-related package is defined in the Ministry of Education document, Ontario Schools, Intermediate and Senior, section 5.9, pp. 23-24.

The specific endorsement reflects our current practice of endorsement for those students who take a concentration in a particular subject area but excludes the currently defined academic requirements.

* 26. THAT THE FEASIBILITY OF ESTABLISHING A STUDENT ASSESSMENT CENTRE BE INVESTIGATED FOR IMPLEMENTATION BY SEPTEMBER, 1987. THE PURPOSE OF SUCH A CENTRE WOULD BE TO ASSIST STUDENTS IN ASSESSING THEIR SKILLS, APTITUDES AND INTERESTS IN THEIR SEARCH FOR FUTURE DIRECTIONS. THE ORGANIZATION OF THE CENTRE SHOULD BE SUCH THAT PRACTICAL, COMPREHENSIVE TECHNIQUES WOULD BE EMPLOYED IN A PLANNED, ORDERLY MANNER BY A STAFF DEVOTED TO THE MANDATE OF THE CENTRE.

Even in our age of high unemployment among young people, it remains a vital belief of our society that every person should earn his/her own living. Some futurists suggest that different patterns of employment and unemployment will have to evolve. In the meantime, the maxim of the "work ethic" must continue to hold and is still a powerful force in our social structure.

Many believe that the high school years should be a time to gain both a solid foundation in communication, computational, and liberal studies and a broad range of experiences which permit students to assess their interests and aptitudes in diverse fields. It should be a time of sensing broad vocational directions (ranging from labourer to professional) in as realistic a manner as possible. Statistics suggest that for too many students these years are a time of confusion, disillusionment, and even despair, often leading to failures.

Many students simply abandon the school setting, the scene of their distress. Initiatives to assist them toward developing their self-awareness are of crucial importance.

Of the 30% or so of students who go to further education or training, there are undoubtedly many who have done so because when faced with the reality of having completed secondary school, continuing on to a tertiary level institution is the last bastion in search for a possible career direction. Blind wanderings and blunders at these levels and in the late teens and early twenties are expensive, indeed, to all society.

The greatest tragedy of all in social terms must be the significant number of students who do not complete secondary education much less achieve a range of marketable skills and knowledge which permit them to even sniff at a job opportunity. A job at least provides a base for further planning and preparation for the next step.

A Student Assessment Centre has considerable merit indeed. Various models currently exist and should be examined.

27. THAT THE INVOLVEMENT OF GIRLS IN SECONDARY SCHOOL TECHNOLOGICAL STUDIES COURSES BE STUDIED BY A SMALL COMMITTEE, AND A REPORT WITH CONCLUSIONS BE COMPILED FOR SUBMISSION TO ACADEMIC COUNCIL BY SEPTEMBER, 1987.

The decline in participation of girls in Technological Studies courses in composite school over the last several years has been significantly greater than the general enrolment decline in the system. How this relates to internal equal opportunities trends is not clear. Again, the effectiveness of fully co-ed classes as opposed to classes designed specifically for girls requires consideration. The realities of background and resulting attitudes of girls compared with boys must be taken into consideration. Another element is the offering of both co-ed and all-girl classes taking student needs into consideration.

28. THAT EVERY SENIOR STUDENT TAKE AT LEAST ONE CREDIT IN TECHNOLOGICAL STUDIES.

APPENDIX B

Ontario Ministry of Education	Board of Education for the City of Hamilton
GOALS	
The goals of education consist of helping each student develop:	The Board of Education endeavours to provide a comprehensive programme of education based on the attainment of the following goals:
- a responsiveness to the dynamic process of learning.	- developing intellectual curiosity, awareness, sensitivity, perserverance, and a desire for excellence.
- resourcefulness, adaptability, and creativity in learning and living.	- assisting in intellectual, social, emotional, physical, moral and cultural development.
- the basic knowledge and skills needed to comprehend and express ideas through words, numbers, and other sysmbols.	- encouraging growth in the skills of communication and computation, fundamental to basic and continuing education.
- physical fitness and good health.	
- satisfaction from participating in and from sharing the participation of others in various forms of artistic expression.	- engendering an appreciation of art, music and literature, and of the place of mathematics and science in our society.
- a feeling of self-worth.	- helping to develop a sense of self-worth.
- an understanding of the role of the individual within the family and the role of the family within the society.	- providing opportunities to gain insight into the functioning of Canadian society and the individual's role within it.
- skills that contribute to self-reliance in solving practical problems in everyday life.	- developing skills in the processes of inquiry, analysis, synthesis and evaluation.
- acceptance of personal responsibility in society at the local, national, and international levels.	- helping to develop self-respect, respect for others, and respect for the law.
- esteem for the customs, cultures, and beliefs of a wide variety of societal groups.	- helping to gain an understanding of other social and cultural groups.
- skills and attitudes that will lead to satisfaction and productivity in the world of work.	- assisting in the development of skills and abilities necessary to a meaningful, satisfying and productive life.
- respect for the environment and a commitment to the wise use of resources.	- fostering an appreciation of cultural heritage, and of the environment in which we live.
- values related to personal, ethical or religious beliefs and to the common welfare of society.	- encouraging an appreciation of ethical values changes.
Issues and Directions -- pp. 4-7.	Blueprint for the Eighties -- pp. 103-104.

APPENDIX C
Technological Studies
Year I of the V Year Plan

This plan is phase I of a 5 year plan to initiate the renewal of Technical Education in Hamilton. Phase I is divided into four parts with each part focusing on specific needs in special areas.

Year I is based on the following:

1. The immediate needs for students as expressed by Principals and the Heads of Technological Studies Departments.

2. The recommendations of subject committees vis-a-vis equipment requirements.

3. The recommendations of the T.E.R.C. report.

PROPOSAL:

Equipment and Facilities:

Due to funding restrictions for education by the Province and the consequent budget restraints, the updating of Technological Studies equipment and facilities has been minimal. Over the past years wear and tear on equipment have taken their toll to the extent that program delivery has been hampered. The combination of the need for replacement of aging equipment and keeping pace with new technologies makes it imperative to start a replacement plan.

This plan is based on the following recommendations from T.E.R.C.:

(#10.) That the Machine Shop program be restructured as a more broadly based manufacturing technology program..

(#14.) That the need to incorporate a Woodworking facility in each composite school be investigated.

(#15.) That individual schools be encouraged to plan and implement innovative programs designed to meet the needs of the community in light of changing societal needs and technological innovation.

(#17.) That a priority program be established commencing September 1986, to place in all schools advanced technology equipment...

(#18.) That an equipment maintenance team be established...

(#19.) That a Technological Studies Teacher Development program be established...

(#21.) That there be increased publicity for Technological Studies courses in Hamilton.

PART A - Advanced Technology Equipment:

The advances in "high tech" equipment varies from area to area. There are some areas in which high tech has advanced by quantum leaps such as in manufacturing technology and electronics, while other areas have evidenced less dramatic advances such as wood-working and electricity (home wiring). Fortunately the market has developed high tech equipment for educational purposes at a fraction of the cost of commercial equipment. This makes it much more feasible for introduction into our school programs.

The following proposal is based on recommendations #10, #15, and #17 of the T.E.R.C report.

1. Manufacturing Technology

. Robotics Trainer *	11	@	$1,000	=	$11,000
. C.N.C. Lathe **	7	@	$6,000	=	$42,000
. Pneumatics Trainer ***	8	@	$3,000	=	$24,000
Total					$77,000

Note: There are 4 lathes + 3 trainers now in place.

This would equip each school with one unit each. This addresses the requirements of the new Manufacturing Technology Course to be fully implemented in September 1987.

2. Drafting Technology

. Computerized Assisted Design "Auto Cad"	1	@	$13,000	=	$13,000

There are now 3 in our system. This additional unit would give us two on the Mountain and two in the Lower City.

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* Robotics Trainer: a robot arm which simulates the use of robots in manufacturing.

** C.N.C. Lathe: a computer controlled lathe which can be programmed to perform various machining operations.

*** Pneumatics Trainer: a unit which illustrates the principals of hydraulics.

PART A - Advanced Technology Equipment

The advanced in "high tech" equipment varies from area to area. There are some areas in which high tech has advanced by quantum leaps such as in manufacturing technology and electronics, while other areas have evidenced less dramatic advances such as woodworking and electricity (some wiring). Fortunately the market has developed over such equipment for educational purposes at a fraction of the cost of commercial equipment. This makes it much more feasible for introduction into our school programs.

The following proposal is based on recommendations #16, #19, and #17 of the T.E.S.C. report.

1. Manufacturing Technology

. Robotics "trainer"	1 @ $11,000 =	$11,000
. C.N.C. lathe **	2 @ $6,000 =	$12,000
. Pneumatics Trainer ***	8 @ $2,000 =	$16,000
Total		$39,000

Note: There are 4 lathes - 2 trainers now in place.

This would equip each school with one unit each. This addresses the requirements of the new Manufacturing Technology Course to be fully implemented in September 1987.

2. Drafting Technology

. Computerized Assisted Design

"Auto CAD" 1 @ $13,000 = $13,000

There are two 3 in our system. This additional unit would give us two on the Mountain and two in the Lower City.

---

* Robotics Trainer: a robot arm which simulates the use of robots in manufacturing.

** C.N.C. Lathe: a computer controlled lathe which can be programmed to perform various turning operations.

*** Pneumatics Trainer: a unit which illustrates the principals of pneumatics.

3. Automotive Technology

The newer automobiles all have computerized engines and it is imperative that our auto shops have equipment to analyze these engines. The large commercial analyzers cost in the neighbourhood of $30,000; however, there are on the market hand analyzers which do an adequate job and provide the information necessary to analyze the new engines -- cost $1,000 per unit.

. Hand Analyzers 12 @ $1,000 = $12,000

4. Computer Technology

This is a growth program in our schools. Unit costs of logic trainers are approximately $160. Class sets are required.

. 4 class sets of 24 (4 x 24 x $160) = $15,500

Total for "PART A" $117,500

PART B - Conventional Equipment:

1. Frame straightener for Albion Vocational School. This will allow Albion to provide the same program as exists at Parkview Vocational School in Auto Body Repair. $20,000

2. Re location of equipment from Scott Park to Barton. The Machine Shops (2) at Barton are fully utilized but many pieces of equipment (lathes) are out of commission and beyond repair. Scott Park is using only one of two Machine Shops and both Shops have excellent equipment. This should be acted on immediately due to the present state at Barton. $10,000

3. Convert a Machine Shop at Scott Park to a Woodworking Shop. The Principal and Technical Head have identified a need for this facility and also plan on implementing an innovative program in 1987-88 utilizing a number of shop areas, Woodworking being one. Estimated Cost: $40,000
Addresses recommendations #14 and #15 of T.E.R.C. report.

4. Convert two under used facilities to a multi-purpose integrated shop facility to be used for a general integrated shop program. (2 schools) $20,000

Total for "PART B" $90,000

PART B - Instructional Equipment:

1. Frame airplanes for Albion Vocational School. This will allow Albion to provide the same program as exists at Fairview Vocational School in Auburn both depart. $20,000

2. The location of equipment from Seats Park to Barron. The Machine Shop (21) at Barron are fully utilized but many pieces of equipment (lathes) are out of commission and beyond repair. Seats Park is using many one of two Machine Shops and both shops have excellent equipment. This should be acted on immediately due to the present state at Barron. $42,000

3. Convert a Welding Shop at Seats Park to a Woodworking Shop. The principal and technical head have identified a need for this facility and also have identified a need for an innovative program in IGT-SS utilizing a number of shop areas. Woodworking could be. Estimated Costs: $60,000
Additional recommendations are one fig of I.E.A.C. report.

4. Convert two model land laboratories to a multi-purpose integrated shop facility to be used for a general integrated shop program. (2 schools) $40,000

Total for "Part B" 500,000

NOTE: In view of consolidation of program and the introduction of a long range strategic plan in early 1987, the above equipment while needed now is readily transferrable to any school.

PART C - Staff/Personnel:

1. In-service and professional development.
   In collaboration with the office of Staff Development, we need to initiate a plan of in-service and updating for Technical teachers. $45,000

2. Equipment maintenance team.
   To hire a millwright/mechanic for a trial period of one year to provide preventative maintenance for equipment in the Technical area.
   Estimated cost (based on 6 months in 1987):
   These address recommendations #18 and #19 of T.E.R.C. $15,000

   Total for "PART C" $60,000

PART D - Publicity:

1. To cover the costs of developing marketing strategies, producing pamphlets and advertising.

   $2,500

SUMMARY:

This proposal is the first stage in the renewal of an important part of the Hamilton Board's program.

SUMMARY OF COSTS FOR 1987-88 (EST.)

PART A.	High Tech Equipment	$117,500.
PART B.	Conventional Equipment	$ 90,000.
PART C.	Staff/Personnel	$ 60,000.
PART D.	Publicity	$ 2,500.
TOTAL		$280,000.

NOTE: In view of consolidation of programs and the introduction of a long range strategic plan in early 1970, the above statement would seemed now be entirely inappropriate to any school.

PART C - STAFF DEVELOPMENT:

1. Travel, fees and professional development.
   In accordance with the policy of state University, we need to initiate a plan of in-service and upgrading for technical teachers. $45,000

2. Instructor maintenance team.
   To place a maintenance team for a total in the field to provide preventative maintenance for equipment in the technical area.
   Note: Last year (based on 9 months in 1969) Three service maintenance (13 and 412 of T.S.B.C.). $15,000

   Total for "PART C" $60,000

PART D - PUBLICITY:

1. To cover the costs of developing marketing strategies, producing pamphlets and advertising. $20,000

SUMMARY:

This proposal is the first stage in the renewal of an innovative part of the Hazel-Co Board's program.

SUMMARY OF ESTIMATES 1970-88 (EST.)

PART A. High Tech Equipment	$117,500.
PART B. Conventional Equipment	$ 90,000.
PART C. Staff development	$ 60,000.
PART D. Publicity	$ 2,500.
TOTAL	$270,000.

APPENDIX D

MAINTENANCE MILLWRIGHT

Surveys of other boards indicate that there is considerable benefit and cost saving to be gained by contracting a millwright on a per hour basis to maintain and repair shop machinery.

This individual should :

- have a background in machine repair
- have proven knowledge of mechanical components
- have a professional approach to staff and program needs
- have an overview of technological studies in Hamilton and the direction of the programs

Terms of employment :

- maintain a regular schedule of maintenance of major equipment
- be on call on a regular basis to repair and overhaul school technological equipment
- provide for pickup for repair and relocation of equipment
- obtain and install parts where necessary

The Education Centre
100 Main Street West
Hamilton, Ontario
1986 10 28

To the Chairman and Members
Education Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

RE: Staffing Report 1986-87

Background

Each year the Operations Department submits a report on staffing statistics compiled by Research Services to the November Education Management Committee for the information and direction of trustees.

The statistics presented on the appended report reflect enrolments as of September 30, 1986. There have been some alternatives to school staffing since that date which are not reflected in these numbers and averages.

The staffing committee has made every effort possible to staff the schools in order to meet the educational needs of the students and to reach, but not exceed, the average class size by division, as outlined in the collective agreement. School consolidations have helped to eliminate some very small classes and triple grade situations, but we are still experiencing difficulty in the smaller schools in maintaining program integrity while applying the system-wide staffing formula. The following guidelines taken from the collective agreement were used in staffing this year:

Junior Kindergarten

Article 20.01

"As of October 1st, the average class size across the system for Junior Kindergarten shall not exceed 20." The actual average class size for Junior Kindergarten on September 30, 1986 is 18.2.

Senior Kindergarten

"The Board will endeavour to have a maximum class size not to exceed 25 for Senior Kindergarten. It is recognized that this maximum be exceeded where special circumstances necessitate a larger class but in no case shall the class size exceed 28." The actual average class size for senior kindergartten is 20.6. In some cases, where special circumstances dictated, teacher aides have been added. There are no senior kindergarten classes with 28 or more pupils.

Grade Classes

Article 20.02

"Effective September 01, 1986 the city-wide average class size, by division shall not exceed:"

[1]	Primary	25.5
[2]	Junior	27.5
[3]	Intermediate	27.9

The actual average class size for September 30, 1986 is:

[1]	Primary	25.3
[2]	Junior	27.7
[3]	Intermediate	27.4

Composite Secondary Staffing

As in the elementary schools, staffing is done in May and June. Allocations of staff are made to the individual schools based on the numbers of pupils, the pupil-teacher ratio (17.2:1) and the loading factors described in the collective agreement. (Articles 24.04 and 24.05)

-Enrolment: September 30, 1985 12,811

September 30, 1986..... 12,324

-Total Composite Secondary School Teaching Staff:

September 30, 1985 ..... 778.83

September 30, 1986 754

Since September 30, 1986 an additional 8.6 teachers have been added to the Composite Secondary School Staff in order to address increased enrolments and the terms of the Collective Agreement.

-Composite Secondary School P.T.R., as of September 30, 1986

(excluding Vanier) 11915 ÷ 692.3 = 17.21

Vanier P.T.R. 409 ÷ 29.7 = 13.81

-Composite Secondary School P.T.F., as of September 30, 1986

(including Vanier) 12,324 ÷ 722 = 17.07

Vocational Secondary School Staffing

The guideline used for staffing in vocational secondary schools is the pupil teacher ratio (not to exceed 12.3:1) and the class loading (academic classes - 18 average), vocational classes - 17 average) have been met. (Article 24.11 and 24.08)

-Enrolment: September 30, 1985 1,943

September 30, 1986 1,794

-Total Staff: September 30, 1985 ..... 168.66

September 30, 1986 ..... 158.33

Vocational Secondary School Staffing - continued

Since September 30, 1986, one additional teacher has been hired in order to meet the terms of the Collective Agreement.

-Pupil-teacher ratio as of September 30, 1986:

1794 ÷ 146.66 = 12.23

Recommendation:

That this report be received for information.

Prepared and submitted by: K. A. Rielly, Superintendent of Operations

Approved by: A. J. Krever, Director of Education

REPORT ON AVERAGE CLASS SIZE: ELEMENTARY SCHOOLS
DATA AS OF SEPTEMBER 30, EACH YEAR

SUMMARY BY GRADE

YEAR	JR KDG	KDG	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	SP ED	BLD	GFTD	GRADES 1 - 8
1973-74	17.6	21.8	24.2	28.5	28.9	29.9	30.3	31.0	30.6	29.3	7.0	12.9		29.05
1974-75	15.7	22.7	24.0	28.1	28.5	29.4	30.0	30.1	30.8	29.3	7.1	12.5		28.84
1975-76	18.7	20.9	23.7	26.5	27.5	28.3	28.5	30.1	29.3	29.1	7.3	12.3		27.76
1976-77	17.9	20.5	23.6	26.8	28.1	28.5	28.7	29.6	28.5	28.4	7.7	12.5		27.61
1977-78	18.2	20.9	23.7	26.8	27.8	29.3	28.6	28.1	28.7	28.7	7.3	12.7		27.47
1978-79	18.4	20.0	23.7	26.7	27.8	29.4	29.1	29.4	28.5	27.8	7.1	12.4		27.59
1979-80	18.5	20.2	23.9	26.9	27.7	28.6	29.0	29.0	28.6	27.2	7.3	11.9		27.44
1980-81	18.6	21.0	24.4	26.4	28.3	28.5	29.7	30.1	28.2	27.2	7.3	11.9		27.67
1981-82	18.4	19.7	23.9	26.5	27.3	28.7	29.4	29.6	28.2	27.7	7.2	11.7		27.51
1982-83	18.5	20.2	24.3	26.5	27.1	29.0	30.2	29.1	27.5	28.6	7.4	11.1		27.55
1983-84	17.9	19.9	23.9	25.9	27.0	27.3	27.8	28.9	28.4	27.5	7.5	9.8	19.8	26.87
1984-85	18.0	19.2	24.0	25.6	27.2	27.9	28.7	28.3	27.7	28.4	7.6	9.0	19.8	27.03
1985-86	18.0	19.7	24.2	25.4	26.6	28.0	28.5	27.1	28.3	26.3	7.1	9.5	17.9	26.61
1986-87	18.2	20.6	24.0	25.5	26.7	27.2	28.2	27.9	28.6	26.3	7.8	9.8	17.1	26.67

Research Services Department
Hamilton Board of Education
October 14, 1986

SIZES OF ELEMENTARY CLASSES BY GRADE: SEPTEMBER 30, 1986

CLASS SIZE	JR KGN	KGN	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GLD	SP ED	GFTD	TOTAL	CLASS SIZE
2														0	2
3											1	1		2	3
4												1		1	4
5											3	6		9	5
6											3	8		11	6
7											7	13		20	7
8											8	19		27	8
9											5	3		8	9
10											7	8		15	10
11											2	3		5	11
12	2	4									6	3	2	17	12
13	1	1									4			6	13
14	6										5		3	14	14
15	11	4				1					1			17	15
16	7	4									2		1	14	16
17	17	11					1	1	1	1				28	17
18	12	12	3										4	31	18
19	20	9	3	1									1	34	19
20	24	14	10		1					3				62	20
21	11	13	10	6	2			2	1	1			2	49	21
22	1	12	9	10	4	1		2	2	2				43	22
23	1	16	11	10	10	1		7	2	5				67	23
24		12	14	9	7	7	2	3	1	7				62	24
25		13	14	14	4	12	6	5	4	9			1	82	25
26		3	14	12	9	13	5	7	7	11				81	26
27			6	10	13	14	11	12	5	15				85	27
28		1	10	12	20	8	18	6	5	8				90	28
29			3	9	11	8	9	8	14	12				74	29
30				4	9	6	11	7	10	2				49	30
31			2	1	3	5	6	4	15	3				39	31
32				1	2	4		7	4	2				20	32
33						1	4	3	3					11	33
34						1	1	2	2					6	34
35								4						4	35
36														0	36
T.CLSS	119	129	111	99	92	82	74	82	76	81	54	65	14	1078	
T.PPLS	2171	2663	2667	2523	2456	2230	2069	2285	2175	2130	527	504	240	24685	
A.C.S.	18.24	20.64	24.03	25.48	26.70	27.20	28.23	27.90	28.62	26.30	9.76	7.75	17.14		

OMITTED FROM THIS REPORT: ALTER ED 17

TOTAL ENROLMENT: SEPTEMBER 30, 1986..... 24682

SIZES OF ELEMENTARY CLASSES BY GRADE: SEPTEMBER 30, 1986
GRADES ONE TO EIGHT

CLASS SIZE	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	TOTAL CLSSES	CLSS AS % OF TOTAL	CLMTV TOTAL	CLMTV AS % OF TOTAL	CLASS SIZE
11									0	0.00%	0	0.00%	11
12									0	0.00%	0	0.00%	12
13									0	0.00%	0	0.00%	13
14									0	0.00%	0	0.00%	14
15				1					1	0.14%	1	0.14%	15
16									0	0.00%	1	0.14%	16
17					1	1	1	1	4	0.57%	5	0.72%	17
18	3								3	0.43%	8	1.15%	18
19	3	1							4	0.57%	12	1.72%	19
20	11		1					3	14	2.01%	26	3.73%	20
21	11	6	2			2	1	1	23	3.16%	49	6.89%	21
22	9	10	4	1		2	2	2	30	4.30%	78	11.19%	22
23	11	10	10	1		7	2	5	46	6.60%	124	17.79%	23
24	14	9	7	7	2	3	1	7	50	7.17%	174	24.96%	24
25	14	14	4	12	6	5	4	9	68	9.76%	242	34.72%	25
26	14	12	5	13	5	7	7	11	78	11.19%	320	45.91%	26
27	8	10	10	14	11	12	5	15	85	12.20%	405	58.11%	27
28	10	12	20	8	18	8	5	8	89	12.77%	494	70.88%	28
29	3	5	11	9	9	8	14	12	74	10.62%	568	81.49%	29
30		4	9	6	11	7	11	2	49	7.03%	617	88.52%	30
31	2	1	3	5	6	4	15	3	39	5.60%	656	94.12%	31
32		1	2	4		7	4	2	20	2.87%	676	96.99%	32
33				1	4	3	3		11	1.58%	687	98.57%	33
34				1	1	2	2		6	0.86%	693	99.43%	34
35						4			4	0.57%	697	100.00%	35
36									0	0.00%	697	100.00%	36
TOTAL CLASSES	111	95	92	82	74	82	76	81	697				
TOTAL PUPILS	3667	2517	2458	2230	2059	2288	2175	2130	18560				
AV CL SIZE	24.03	25.48	26.72	27.20	28.23	27.90	28.62	26.30	26.63				
DIVISION CLASSES		302			238			157					
DIVISION STDNTS		7648			6607			4305					
DIVISION A.C.S.		25.32			27.76			27.42					

SIZES OF ELEMENTARY CLASSES BY GRADE: SEPTEMBER 30, 1966
COMPENSATORY EDUCATION PROGRAM, FOURTEEN SCHOOLS: SEPTEMBER 30, 1966

CLASS SIZE	JR KGN	KGN	GR 1	GR 2	GR 3	GR 4	GR 5	TOTAL	CLASS SIZE
11								0	11
12								0	12
13								0	13
14	2							2	14
15	5	1						6	15
16								0	16
17	3	1						4	17
18	2	2	1					5	18
19	3	3	1					7	19
20	13	4	7		1			25	20
21	2	2	4	2				10	21
22		2	5	3		1		12	22
23		6	3	2	4			15	23
24		4	5	4	6	4	2	25	24
25		3	3	3	1	4	3	17	25
26		1	1	3	2	3	2	12	26
27			2	1	2	2	3	10	27
28		1	1	3	3	2	6	16	28
29				3	4	2	1	10	29
30							1	1	30
31							1	1	31
32								0	32
33								0	33
34								0	34
35								0	35
T.CLSS	30	31	33	24	23	18	19	179	
T.PPLS	549	676	742	601	587	464	514	4134	
A.C.S.	19.30	21.81	22.51	25.04	25.52	25.78	27.05	23.12	
SYSTEM A.C.S.	18.24	20.64	24.03	25.48	26.72	27.2	26.23		

SIZES OF ELEMENTARY CLASSES BY GRADE: SEPTEMBER 30, 1986
FRENCH IMMERSION PROGRAM: 1986-87

CLASS SIZE	KGN	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	TOTAL	CLASS SIZE
11										0	11
12	1									1	12
13										0	13
14										0	14
15										0	15
16										0	16
17							1	1	1	3	17
18		2								2	18
19		2	1							3	19
20	3									3	20
21	1	1	3							5	21
22	1		1							2	22
23			2	1			1			4	23
24	1									1	24
25	4	1	1							6	25
26		1		2		1		1		5	26
27		1		1		2				4	27
28		1		1	1					3	28
29			1		2			1		4	29
30									1	1	30
31										0	31
32										0	32
33										0	33
34										0	34
35										0	35
T.CLSS	11	9	9	5	3	3	2	3	2	47	
T.PPLS	239	201	204	130	86	80	40	72	47	1099	
A.C.S.	21.73	22.33	22.67	26.00	28.67	26.67	20.00	24.00	23.50	23.38	
SYSTEM A.C.S.	20.64	24.03	25.49	26.72	27.20	28.23	27.90	28.62	26.30		

REPORT ON AVERAGE CLASS SIZE: SEPTEMBER 30, 1986

LARGE AND SMALL CLASSES: Junior Kindergarten to Grade 8

(A) Classes with 35 Students or More on September 30, 1986

Classes of 35 Students (4)

1. Elizabeth Bagshaw - Grade 6
2. Elizabeth Bagshaw - Grade 6
3. Elizabeth Bagshaw - Grade 6
4. Glen Brae - Grade 6

(B) Classes with 15 Students or Less on September 30, 1986

Classes of 15 Students (1)

1. Allenby - Grade 4

(C) Summary of Large and Small Classes: JrK to Grade 8

	TOTAL CLASSES	CLASSES 15 AND UNDER NUMBER	% of T	CLASSES 35 AND OVER NUMBER	% of T
1981-82	951	4	.42%	3	.32%
1982-83	950	25	2.63%	7	.74%
1983-84	968	43	4.44%	1	.10%
1984-85	948	46	4.85%	2	.21%
1985-86	946	29	3.07%	8	.85%
1986-87	945	1	.11%	4	.42%

AGENDA

EDUCATION MANAGEMENT COMMITTEE

1986 12 02

Confirmation of the minutes of the last regular and special meeting of 1986 11 13.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Director re: Meeting with McMaster University President **pages 1-9.**

NEW BUSINESS:

1. Recommendations of the Director of Education - **page 10.**

2. Formation of Ad Hoc Committees - (a) Communications Advisory Committee (5 members)
   (b) Identification, Placement and Review Committee (1 member)
   (c) Committee to Study the Future of French Immersion (5 members)
   (d) Microcomputer Advisory Committee (5 members)
   (e) Smoking Task Force (2 members)

3. Inter-Board Curriculum Development - **pages 11-13.**

4. McIlwraith Adult Education Program - **pages 14-15.**

5. Evening Program - Southview - **page 16.**

6. Report of the Smoking Task Force.

7. Report of the Communications Advisory Committee - **page 17.**

8. Report of the Affirmative Action Committee.

PART I

BUSINESS ARISING OUT OF THE MINUTES:

1. Recommendations - Technological Studies - Proposed Five Year Plan - **pages 18-28.**

NEW BUSINESS:

1. Recommendations of the Director of Education - **pages 29-30.**

PART II

NEW BUSINESS:

1. Recommendations of the Director of Education - **pages 31-32.**

2. Presentation from the Home & School Council Committee on French Immersion **pages 33-39.**

3. Presentation from the Allenby Home & School Association - **pages 40-41.**

4. Compensatory Education - **pages 42-46**

5. Research Request - Evaluation of Treatment for Childhood Cancer - **pages 47-48.**

6. Research Request - Addiction Research Foundation - **page 49.**

1986 12 02

To the Chairman & Members
Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: McMASTER TEST OF WRITING COMPETENCE

Subsequent to release of test results the following actions have occurred:

1. Letter to McMaster University by Gwen Mowbray, Supervisor of Curriculum & Instruction (English). *Appendix 'A'

2. Niagara Peninsula Secondary principals meeting on 1986 11 04 with Dr. Betty A. Levy, Chairman, McMaster Post-Admission Assessment Continuing Committee. At this meeting Dr. Levy presented the university's position and subsequently fielded questions from principals, supervisors and supervisory officers.

3. Meeting of Wentworth County and Hamilton Board Officials with members of the Post Admission Assessment committee on 1986 11 17 at McMaster as a result of Gwen Mowbray's letter.

Present:
A. Greenleaf, Director, Wentworth County Board of Education
J. Mills, Superintendent, Wentworth County Board of Education
Don Cassidy, English Co-ordinator, Wentworth County Board of Education
Gwen Mowbray, Supervisor, Hamilton Board of Education
C. McKague, Superintendent, Hamilton Board of Education
Dr. Howard Jones
Dr. Eugene Coombs
Dr. David Palmer
Dr. Harry Penny
Dr. Betty Levy
Dr. Sandy Darling
Dr. Thomas Kane
Pat Harris
Ann Newbigging
Tracy Foster
} Members of the McMaster Post-Admission Assessment Committee

Discussion

Points Raised by Board Officials:

- lack of notification to decision-makers of implementation of test
- questions as to validity of the test - Letter from Dr. Peter Evans *Appendix 'B'
- lack of communication with the Hamilton-Wentworth Association of English Educators re need for such a test and the type of test which would be appropriate.

- use of test results in remediation. Since the test revealed only a global core, of what value is it in pinpointing deficits? Surely in an 80-item test, some diagnosis is possible.
- could not the test be applied to those students whose Grade 13 English marks were borderline and to those who had not taken Grade 13 English? Surely there was no need to test those whose Grade 13 marks were clearly in the satisfactory/superior range.
- Hamilton is initiating Grade 13 city-wide English tests this year. What impact will this have on McMaster's testing practice?
  - Teachers' evaluation is still clearly the best measure of student achievement/ competence.
  - How can one really test writing skills without examining students' written work?

Points Raised by the McMaster Test Committee:

- regret that the initial test results were erroneously reported, i.e. 40+% vs. 26.5% failure rate.
- frustration voiced by nearly all faculties at McMaster re the abysmal writing skills of a significant number of students.
- decision of the senate to embark on a testing process over 3 years -- with a full evaluation in early 1989.
- an analysis of test results, already under way.
- problem of expense in applying a test to 3000 "freshmen" - need to use a global test easy to score.

Results:

- willingness of Test Committee members and the Hamilton and Wentworth Association of English Educators to work together in examining standards and student skill needs.
- interest of Test Committee members in the Hamilton city-wide Grade 13 test implementation.

4. Meeting of Dr. Lee, President, McMaster University, Dr. L. King, Vice-President, Academic Affairs, McMaster University, Dr. H. Jones, Chair of Classics, McMaster University with A. J. Krever, Director of Education, Hamilton Board of Education and C. McKague, Superintendent of Curriculum & Special Services, Hamilton Board of Education on 1986 11 21.

Discussion:

- all of the points raised at the 1986 11 17 meeting
- concern with aspersions cast on the competence of English teachers:
- confidence of Grade 13 students shaken
- continuing use of test
- students by and large not asking for help-waiting to write test again
- need for better communication between McMaster and Ontario's school boards re admission standards and skill needs of students.

Results:

- a strong support for improved communication
- a common statement to the press by the president of McMaster University and the director of the Hamilton Board of Education to be developed by Dr. Howard Jones and Clare McKague.

Prepared by: C. G. W. McKague, Superintendent of Curriculum & Special Services

Submitted & Approved by: A. J. Krever, Director of Education

/mg

The Board of Education for the City of Hamilton

100 MAIN STREET WEST, P.O. BOX 558
HAMILTON, ONTARIO, CAN. L8N 3L1

TELEPHONE (416) 527-5092

October 6, 1986

Members of the Senate,
McMaster University,
1280 Main Street West,
Hamilton, Ontario.
L8S 4L8

Dear Ladies and Gentlemen:

Rather than contribute through the media to the controversy over McMaster University's literacy test, I decided to write to you, both to convey my concerns, and to offer my time and energy in helping to solve the dilemma.

Animosity and rancour, fuelled repeatedly by comments reported in The Hamilton Spectator and recorded on radio and television, have damaged public trust in Ontario education. As a consequence, both the quality of secondary school English curriculum and instruction, and the credibility of McMaster University's literacy test are suspect.

At least three problem areas emerge from the continuing notoriety: university students who fared poorly on the test are experiencing fear and confusion; senior secondary school students are apprehensive about applying to attend the university; and, public relations between the university and local school boards are in disarray.

My teachers and I would welcome the opportunity to meet with the committee established to develop and administer McMaster University's literacy test with the hope that future tests would be designed by Ontario educators for Ontario students.

We offer the following possibilities for consideration in concert with our McMaster colleagues:

1. establishing reasonable expectations in English for seventeen and eighteen year old students entering university;

2. examining the large corpus of recent research on students' writing capabilities, including data from Carleton University, in reaching consensus on appropriate kinds of test items for determining writing competence;

3. examining the requirements of the new Ontario Academic Courses in English established by the Ministry of Education for students planning to enter university;

4. examining the city-wide English examination that all grade 13 students under the jurisdiction of The Board of Education for the City of Hamilton will write beginning in the 1986-1987 school year;

5. offering to pilot test, in Hamilton public schools, sample questions or types of writing assignments that McMaster University devises for inclusion in its literacy test.

Since the power of patience is its gentle persistence, we will need to take the time to work for a smooth transition for students from secondary to tertiary education. We are fortunate, in Hamilton, in having a university with a reputation for excellence, school systems and teachers that can take their place with the best in North America, and intelligent students who look to all three to help make their dreams come true.

I believe that whether we build stumbling blocks or stepping stones depends on our sincerity in seeking solutions to our problems, for unless we meet the challenge by treating one another as equal partners in education, these problems will never disappear.

With anticipation, I look forward to your reply.

Yours truly,

Gwendolyn E. Mowbray
Supervisor of Curriculum
and Instruction (English)

GEM/mf

The Ontario Institute for Studies in Education
L'Institut d'études pédagogiques de l'Ontario

Ottawa Valley Centre/Centre régional d'Ottawa
60 Tiverton Drive, Nepean, Ontario K2E 6L8 Tel. (613) 224-0561

October 16, 1986

Mr. Lloyd Thompson
Evaluation Branch
Ministry of Education
18th Floor, Mowat Block
900 Bay St.
Toronto, Ontario
M7A 1L2

Dear Lloyd,

There was as you will have heard from Neil Graham a good deal of discussion, somewhat random, at the English SAG meeting yesterday concerning the "McMaster Test". Jerry George had been sending me some clips and Neil supplied me yesterday with the most extraordinary of all - "Forum", Hamilton Spectactor, Oct. 11, 1986.

Many strange claims are made but the ones that caught my interest were (1) that the fact that the test had been extensively administered by universities, one of which was McMaster (late 60's - early 70's), validated the test (2) that an interesting byproduct is that it allows one to assess what changes have occurred over the past 15 to 20 years. The first is false and the second absurd.

As far as I can make out the specific test in use was administered ONCE at McMaster, in 1975 as part of a COU study. Its name then was CTEL (Canadian Test of English Achievement) - a test from item sets from SACU-CELAT administrations of previous years. The test (and I have Vince D'Oyley's technical report) was so very unimpressive that in the second year of the COU experiment it was replaced by RCLAT (the combination of reading and language items we used in the Interface study) - a combined reading/language achievement test, also drawn from CELAT-SACU. (It wasn't very good either.) I have both forms of that test, of course. Incidentally, I served on the COU committee that recommended CTEL's replacement.

In the second year (1976) three universities participated: McMaster, Carleton and Erindale, and McMaster, wiser in those days, added a writing component.

.../2

Let me quote from the COU official press release following the 1976 administration:

> "The panel [Chaired by Paul Fleck, then President of the Ontario College of Art, formerly Chair of English at Western] observed that multi-choice tests should not be used as the sole measure in English testing."
>
> [Nov. 18, 1976 Official release]

It is of interest that McMaster, a participant in the 1975 study, insisted in 1976 in adding a writing component and that CTEL was put aside. Some validation!

Note also, still respecting validity, that as a consequence of their study COU retired altogether from use of SACU derived items and contracted instead through CONDAT (Committee on Diagnostic Achievement Testing) with Mark Holmes and me at OISE to develop a testing package for post-admission testing, this package including reading comprehension, thesis development, language AND writing. It was subsequently called the Ontario Test of English Achievement. That is, COU acted on its conclusion to expand the basis of English assessment. McMaster declined to participate.

Now, to-day, they revert to CTEL. Validity?

The McMaster validity claim would have to rest on a number of validity studies. Some of these appear in the COU report to which I shall refer to in a moment.

The definitive study of validity of sets of each item type (as predictive of writing scores) was in fact published in 1966 by the College Entrance Examinations Board (Godshalk et al., The Measurement of Writing Ability) wherein sets of each item type then in use for English in their exams were set against scores (five scorers) on five essays. For the item types (3) used in CTEL, the correlations were as follows:

CONSTRUCTION SHIFT:	with 5 essays .65	best with single essay .53
PROSE GROUPS:	with 5 essays .57	best with single essay .47
USAGE:	with 5 essays .71	best with single essay .58

CTEL contained 22 construction shift, 28 prose group, and 30 usage items.

Now, suppose we matched IQ scores with writing or "test" - I think we'd be in the .5 - .6 range. i.e. The correlation is too low to make any stronger claim than "a degree of association".

In the Summary Report: The COU Experimental Achievement Testing Program (Draft Sept. 1979 - I don't have the final version) that reported on the 1975-6 experiment there is a lot of technical detail, but I should like you to note the concurrent validity figures in 1975:

Correlation of CTEL with Gr. 13 English mark - .49

Correlation of CTEL with McMaster First Year English mark - .33

Correlation of CTEL with McMaster first year average - .26 (p. 49)

Rather absurd, n'est-ce pas?

As noted, writing was not included in 1975. In 1976 (for McMaster) where RCLAT and writing were both used, the combining of RCLAT with writing score produced these findings:

Correlation with First Year English - .60

Correlation with first year average - .47

We know from the Interface and other studies made over the years of transition from external exam to ext. exam + term mark, to no ext. exam (but SACU) that the best single predictor proved clearly to be teacher marks.

In the prediction equation in the COU study we find the Gr. 13 average at .51. The addition of the RCLAT scored raised this only to .52 (i.e. net gain of predictability .01!). The conclusion reached, p. 122: "Addition of a single standardized test [e.g. CTEL] to high school predictors would not correct, to any great extent, for differences in marking scales employed in high schools."

I think McMaster has not done its homework. I think the Ministry should do it for McMaster.

I said at the outset that the second claim - comparison of current with 1975 performance is absurd. Even a casual examination of the COU report will show why: the experiment itself had many flaws not the least of which was that the population tested was not the total entering population. The set of, apparently voluntary, test takers was affected by many biases that, as the report fully acknowledges, makes all performance summary data a highly doubtful basis for any generalization about university entrants in that year. So, even if McMaster has laboured long to ensure that every entering student was tested in 1986 and even if one assumed that the basis for students selecting McMaster to-day was in all respects the same as in 1975 (a wild assumption), no comparison is possible.

The Ontario Institute for Studies in Education

Lloyd, I have a fairly extensive file on these tests and testing. You ought to be able to acquire CTEL through AUCC since McMaster won't give it to you. I think a panel of English teachers (e.g. our SAG) ought to look at these items one by miserable one - in a securely locked room if AUCC insists. You or Richard van Fossen ought to be able to obtain from COU the final report (or final draft if a final final never hit the streets) of the 1975-6 study and the report Mark and I wrote for COU concerning the alternative test package.

Please pass a copy of my letter on to Neil.

Sincerely,

Peter Evans

Peter Evans

PE/jn
cc. J. George

Education Centre
100 Main Street West
Hamilton, Ontario
1986 12 02

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

G E N E R A L

I have the honour to present the following recommendations for your approval:

Associate Superintendent of Curriculum and Special Services

(a) That the appointment of the supervisory staff for the Hamilton Board of Education Evening Schools be approved as presented, contingent upon each evening school having sufficient enrolment to warrant operation:

School (and Satellite)	Supervisor	Assistant Supervisor
Barton	Hugh Fiddes	
Sir Winston Churchill	Oscar Horback	
Delta	David Evans	
Glendale	Robert Laidlaw	
Hill Park (Crestwood)	Gayle Lynott	
Sir John A. Macdonald	Donald Muirhead	
Scott Park (Parkview)	Barry Coombe	
Westdale (Ainslie Wood)	Bruce Hall	
Westmount (Caledon & Westview)	Arthur Joosse	James Lake

(b) That the appointment of the supervisory and teaching staff for the Evening and Day classes, English as a Second Language classes, Linking of Needs and Resources classes (L.O.N.A.R.), Heritage Language classes and Basic Education Classes be approved as presented for the year 1986-1987. (lists available on request)

Respectfully submitted,

A. J. Krever
Director of Education
and Secretary

The Chairman & Members
The Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: INTER-BOARD CURRICULUM DEVELOPMENT

Background:

The Renewal of Secondary Education (R.O.S.E.) document and the subsequent issue of Ontario Schools: Intermediate and Senior, the two Ontario Ministry of Education documents issued as a direct result of an in-depth study of this province's secondary school system, have culminated in the past two years in a flurry of curriculum renewal which will continue until at least 1990.

Six new curriculum guidelines have been issued in the past two years and seven are expected within the next three. The number of courses which may be developed or renewed from each of these guidelines varies between 10 and 40.

New guidelines require more of teachers and students than ever before. In addition to the traditional knowledge component, more emphasis in guidelines and subsequent courses is now placed on:

* skill development and
* development in the affective domain (the development of positive attitudes and relationships). As well, all new courses must give clear statements for:

. career planning
. computer use
. credit allocation
. language use
. life skills
. multiculturalism
. pre-requisites
. safety
. sex-equity
. staff development
. values education

In order to assist in the delivery of quality programmes, boards across the province are heavily involved in the development second generation documents, from which heads and teachers develop courses of study for students in the school. The cost of such activity is significant and several boards are combining efforts where possible in order to save costs. The Ministry of Education has made it clear that it will not develop second generation documents.

The Current Situation:

We have developed approximately 40 second generation documents to date, some with the co-operation of other boards. There is a richness in inter-board development in that experts from various boards can share expertise. Each board, however, has its own format for documents and once a document is written, it must be tailored to the board's specifications.

Cost for the development or renewal of a document varies between $2,000 and $12,000 depending on its scope and whether it is new or is to be revised. Included in costs are teachers' time, supply teacher time, typing and duplication.

The curriculum department has actively sought opportunities to develop curriculum documents with other boards. Following is a summary of such endeavours:

CO-OPERATIVE CURRICULUM DEVELOPMENT

Names of Documents	The Team	Time-Line	Costs	Future Plans
History . Grade 7 . Grade 8 . Grade 9 - Basic - General - Advanced	1 member from: Hamilton Public Hamilton Separate Brant county Wentworth County Lincoln Public Lincoln Separate Welland Separate Halton Separate on each team.	8 days this Fall	. supply teachers . shared typing & duplicating	Some Senior Division courses
. Data Processing	1 member from Hamilton Public, Halton, Peel	19 days in June and July	. supply teachers for June . teacher time . shared typing & duplicating	Ministry is willing to co-ordinate a plan of second generation document development across the province.
. Introduction to Business	2 - Hamilton, 1 - Halton			
. Keyboarding I . Keyboarding II	1 - Hamilton & 1 - Halton			
English ("Celebrating Language", Grades 4, 5, 6)	. basically a Hamilton team - . 1 Wentworth County Consultant	1980 - Basic Continuum written 81/82/83 - evening writing - teachers' own time -Board providing supper 83/84 - summer writing (10-12 wks.)	- typing, duplicating - summer writing pay for teachers during 83/84 summers.	In field test stage 1986-87 'Ready for full Implementation 1987-88
Science . Grade 7 . Grade 8 . Grade 9 - General - Advanced . Grade 10 - Advanced	2 from each board for each document: Lincoln Public Lincoln Separate Hamilton Public Hamilton Separate Halton Public Wentworth Public Halton Separate Welland Separate Peel Public Dufferin-Peel Separate	Fall - June, 1987	. supply teachers, each board . share word processing, graphics and duplicating	possibly 3 more courses.
. Basic Level French . Extended French . Basic Level Science Gr. 9 . Computer Technology Gr. 11 . Computer Technology, Gr. 12 . Writers' Craft OAC . Introductory Computer Studies, Gr. 10	Team of 3 - 5 for each course selected from participating ALSBO boards.	Begun in 1983 with 2 - 3 courses developed annually	. Currently $2500 per board annually -- each board gets 2 copies which it may duplicate . Boards supplying writers are reimbursed supply teacher costs	2 - 3 documents annually

Summary:

It is not possible nor desirable to develop all required curriculum documents co-operatively. The curriculum department, however, will continue to seek opportunity to co-operate with other jurisdictions in this very significant activity over the next few years.

RECOMMENDATION:

THAT THIS REPORT BE RECEIVED FOR INFORMATION.

Prepared and Submitted by:

C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by:

A. J. Krever, Director of Education

/mg

100 Main Street West
Hamilton, Ontario
1986 12 02

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: THE MCILWRAITH ADULT EDUCATION PROGRAM

PREAMBLE

The Continuing Education Department has been operating Adult Basic Education upgrading classes (A.B.E.) grades 2-8 conjointly with the Regional Social Services' Work Activity Project (formerly L.O.N.A.R.) at the McIlwraith School site since January, 1981. Students enrolled in A.B.E. classes must be receiving general welfare or family benefits assistance and can be enrolled continuously throughout the year.

Classes operate for three hours per day. Student enrolment is governed by the number of welfare recipients accepted into the Program according to the prescribed admissions criteria of L.O.N.A.R. The number of A.B.E. classes has fluctuated through the years from a high of four classes in 1983 (approximately 60 students) to the current one class of approximately 8-10 students operating in the a.m. only from 9:00 a.m. to 12:00 noon.

THE PROBLEM

Mr. Jim Boles, Manager of Employment Services (L.O.N.A.R.), has indicated that there has been a significant decrease over the past year in the prime target groups, the "employable" welfare, and the family benefits recipients. In general, attendance at the Work Activity Project is low and it would seem to coincide with the large number of employable welfare recipients becoming either re-employed or enrolled in Job Creation/ Training Programs, i.e. Mohawk, Futures, etc. In addition, it would appear that some former students and/or potential candidates have opted for alternative educational programs, i.e. the St. Charles Adult Education Centre.

THE NEED

In addressing the needs relative to the continuation of the Hamilton Board of Education's A.B.E. program at McIlwraith, Mr. Boles, in representing the acting Commissioner of Social Services, Mr. Michael Schuster, Mrs. Ruth Mills, Supervisor of Helping Hands, and the Continuing Education Depeartment have reached a consensus that:

- McIlwraith is a viable, accessible location for A.B.E. and Independent/Home Study credit programs (although physical structure limits use by the physically handicapped).
- Target population should encompass the entire "adult learner" population.
- Evening, A.B.E. and Independent/Home Study Credit Programs are essential in order to accommodate those "adult learners" who have been re-employed or committed to a job training/Futures program, etc.
- A.B.E. day program should continue to operate and be open to all "adult learners".

THE ACCOMMODATION

The former McIlwraith School is leased by the Board on a yearly renewable basis to Theatre Acquarius and to the Regional Social Services Department (to capacity).

Program expansion will require another classroom in addition to the one room currently allocated by the Region for A.B.E. programming. In consultation with Work Activity Project officials, it has been resolved that the Region, through internal physical adjustments, can make available, immediately, a total of two classrooms for A.B.E./Independent/Home Study Credit Programming.

THE PROGRAM

By establishing continuous, ongoing registrations throughout the year, day and evening classes could be constituted as follows:

*Day Classes	(i)	Programs	- Adult Basic Education Grades 2-8 Independent/Home Study Credit Grades 9-13 English and Mathematics concentration
	(ii)	Time	- 9:00 a.m. - 12:00 noon - Monday-Friday 1:00 p.m. - 4:00 p.m. - Monday-Friday
*Evening Classes	(i)	Programs	- Adult Basic Education Grades 2-8 Independent/Home Study Credit Grades 9-13
	(ii)	Time	- 7:00 p.m. - 9:00 p.m. - Tuesday, Wednesday & Thursday

RECOMMENDATIONS

1. That the Continuing Education Department develop programs at McIlwraith School for adult learners of all ages and backgrounds, free of charge, as follows:

   *Adult Basic Education - non-credit, upgrading courses - Grades 2-8

   *Independent/Home Study - credit courses - Grades 9-13 - concentration on English and Mathematics

2. That the above programs be offered both during the day and evening in order to accommodate full time employed and/or shift worker students as follows:

   *Day Programs - Monday to Friday
   9:00 a.m. - 12:00 noon
   1:00 p.m. - 4:00 p.m.

   - Tuesday, Wednesday and Thursday
   7:00 p.m. - 9:00 p.m.

3. That the above programs operate continuously throughout the year.

Prepared by: James A. Hobbs
Volunteer and Community Co-ordinator

Submitted by: Peter S. Beveridge
Associate Superintendent of Curriculum and Special Services

Approved by: A. J. Krever
Director of Education and Secretary

rm

100 Main Street West
Hamilton, Ontario
1986 12 02

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: EVENING PROGRAMS - SOUTHVIEW

PREAMBLE

The Southview Adult Learning Centre opened its doors to the adult learner on Monday, September 29, 1986. Since then, 435 students have enrolled in the general interest/ self-improvement Fall programs.

Enrolment within the Adult Basic Education (A.B.E.) and Independent/Home Study Credit Programs is growing daily with 16 students currently involved with individualized programs.

Candidates for these programs are being systematically phased into the classes on a daily basis after receiving an initial counselling and needs assessment in-take session with the teacher. There are 10 students currently on the in-take waiting list.

THE NEED

The Southview Adult Learning Centre is operating upgrading and credit programs from 9:00 a.m. to 12:00 noon and from 1:00 p.m. to 4:00 p.m.

In-take interviews, both personal and by telephone, and general telephone inquiries to date have indicated sufficient public interest in evening programming to warrant extending the current programs to evening hours.

The addition of evening classes would provide the Centre with the flexibility needed to allow student interchange between day and evening courses as personal or job priorities dictate, i.e. shift workers.

RECOMMENDATIONS

1. That the adult basic education and the independent/home study credit programs be conducted in the evenings, effective 1987 01 05, in order to accommodate the full-time employed and/or shift worker students.

2. That the above programs be offered on Tuesday, Wednesday and Thursday of each week from 7:00 p.m. to 9:00 p.m.

Prepared by: James A. Hobbs
Volunteer and Community Co-ordinator

Submitted by: Peter S. Beveridge
Associate Superintendent of
Curriculum and Special Services

Approved by: A. J. Krever
Director of Education and Secretary

REPORT OF THE

COMMUNICATIONS ADVISORY COMMITTEE

Present: Sandi Bell (Chairman);
Trustees Rogers and Van Horne.

Also Present: Trustees Kennedy and Ruddle.

Officials Present: Mr. A. J. Krever (Director of Education and Secretary)
Mr. D. Kelterborn (Administrative Officer - Business Services)
Mr. N. Forster (Information Officer)
Mrs. T. Fulton (Administrative Assistant to the Director)

The Committee recommends:

GENERAL

(a) That an additional sum of $20,500 be included in the System Public Relations budget for 1987.

(b) That the Communications Advisory Committee supports the installation of two neon display signs at schools considered most appropriate by administration and that administration prepare a costings report on the possibility of the Board of Education being responsible for the installation and electrical work for these signs.

(c) That a letter be sent to Mr. E. A. Simpson, City Clerk and Cable 14 Community Television giving Cable 14 permission to televise the Board meetings if they so wish, as in past practice.

Respectfully submitted,

Sandi Bell,

Chairman.

Committee Room,
1986 11 24.

1986 12 02

To the Chairman & Members
Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: TECHNOLOGICAL STUDIES IN HAMILTON - A LONG RANGE PLAN

Attached is a summary of the report on Technological Studies in Hamilton. It contains the summary and year one of the plan. The full report was presented to E.M.C. for information on November 4, 1986.

RECOMMENDATIONS:

THAT THIS FIVE YEAR PLAN FOR TECHNOLOGICAL STUDIES IN HAMILTON BE APPROVED IN PRINCIPLE.

THAT AN AMOUNT OF $280,000.00 BE ALLOCATED IN THE 1987 BUDGET TO IMPLEMENT YEAR ONE OF THE PLAN.

THAT THE PLAN FOR THE ENSUING YEARS BE SUBJECT TO ANNUAL PROGRAM AND BUDGET REVIEW.

Prepared by: L. Aurini, Technological Studies Supervisor
F. Kelly, Area Superintendent

Submitted by: C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education
J. Penner - Office of the Business Administrator/Treasurer (Financial Implications)

/mg

TECHNOLOGICAL STUDIES IN HAMILTON - A LONG RANGE PLAN

SUMMARY

The following is a summary of the detailed report.

RATIONALE: Technological Studies must meet the needs of all students, male and female, and provide avocational opportunities, courses leading to post-secondary education and training for employment and apprenticeship. This report has considered the present shop facilities in Hamilton schools, the provincial changes in education, current staff, developments in new technology and the area job market.

PROGRAM: The curriculum design includes the offering of a core program[1] in each composite school, exploratory shop rounds[2] in grade 9, single credits in each core subject area in grade 10, single or double credit offerings in grades 11 and 12. Senior specialities will be limited per school and dependent upon the numbers of students selecting that specialty in each case. A host school format will be used to develop intensive programs.

MODIFICATION FROM PRESENT PROGRAM: The new program design will broaden the exploratory nature of grade 9 and keep it more in line with the student experiences in industrial arts in grade 8. It will make allowance for direct entry into grade 10. It will reduce the specialization emphasis in grades 11 and 12 by offering single credit and doubles on a more limited basis. It will develop program specialization in certain host schools[3] and provide equipment and staff to support this format. At the same time, almost 30 present courses are removed from program.

EQUIPMENT UPGRADING: It is recommended that some present equipment be relocated according to need. A review is uderway to determine minimum standards needed in composite schools, vocational schools and industrial arts shop areas. The plan proposes to add robotics trainers, C.N.C.[4] lathes, pneumatics trainers, Auto C.A.D.[5] equipment for drafting, engine analyzers for auto shops, logic trainers for electronics and a frame straightener for auto body shop. Additional woodshops will be supplied according to need. There is a proposal for the addition of multi-purpose shops in keeping with the objective to meet the avocational needs of students. A full review of the needs of vocational and industrial arts facilities is planned.

STAFFING: A staff professional development plan starts in year one and continues through to year five. It is aimed at updating staff experience with industry and will involve courses and information sessions.

It is recommended that this board contract a maintenance millwright to coordinate maintenance and repair of shop equipment and machinery.

IMPLEMENTING THE PLAN: It is proposed that the five year plan begin in 1987 and that the costing of the plan be spread over the five budget years. It is also proposed that the financing and direction of the plan be reviewed each year at a board meeting.

An explanation of terms used in this report follow:

Definitions:

1. **Core program:** refers to the courses offered at the intermediate division (grade 9 and 10) in a specific school. The core will vary from school to school as it depends on the facilities available at the school. Core

.../2

will be at least four courses (automotive, drafting, electricity and machine shop, other possible courses could be plumbing, refrigeration, and woodworking).

2. **Shop rounds:** refers to a package of three to four courses grouped together to form a single credit. This grouping could vary from school to school as it is based on the core program at a particular school.

3. **Host school:** refers to a school which offers a special program or concentration of courses. This program will be timetabled to allow students from outside the school's attendance area access to the program. The intent is to offer special programs in defined schools, thus providing opportunities within the system for students to access a specialization.

4. **Computerized Numerical Control (C.N.C.) lathe:**

   refers to a metal turning lathe which automatically performs machining operations programmed into a computer. This is part of the new high technology referred to as computerized assisted manufacturing (C.A.M.). These machines are small training lathes which perform the basic operations of an industrial size C.N.C. lathe.

5. **Computer assisted design (C.A.D.):**

   refers to a high-tech computer controlled drafting system which can be programmed to develop two and three dimensional drawings. These units offer similar capabilities as industrial systems.

APPENDIX C
Technological Studies
Year I of the V Year Plan

This plan is phase I of a 5 year plan to initiate the renewal of Technical Education in Hamilton. Phase I is divided into four parts with each part focusing on specific needs in special areas.

Year I is based on the following:

1. The immediate needs for students as expressed by Principals and the Heads of Technological Studies Departments.

2. The recommendations of subject committees vis-a-vis equipment requirements.

3. The recommendations of the T.E.R.C. report.

PROPOSAL:

Equipment and Facilities:

Due to funding restrictions for education by the Province and the consequent budget restraints, the updating of Technological Studies equipment and facilities has been minimal. Over the past years wear and tear on equipment have taken their toll to the extent that program delivery has been hampered. The combination of the need for replacement of aging equipment and keeping pace with new technologies makes it imperative to start a replacement plan.

This plan is based on the following recommendations from T.E.R.C.:

(#10.) That the Machine Shop program be restructured as a more broadly based manufacturing technology program..

(#14.) That the need to incorporate a Woodworking facility in each composite school be investigated.

(#15.) That individual schools be encouraged to plan and implement innovative programs designed to meet the needs of the community in light of changing societal needs and technological innovation.

(#17.) That a priority program be established commencing September 1986, to place in all schools advanced technology equipment...

(#18.) That an equipment maintenance team be established...

(#19.) That a Technological Studies Teacher Development program be established...

(#21.) That there be increased publicity for Technological Studies courses in Hamilton.

PART A - Advanced Technology Equipment:

The advances in "high tech" equipment varies from area to area. There are some areas in which high tech has advanced by quantum leaps such as in manufacturing technology and electronics, while other areas have evidenced less dramatic advances such as wood-working and electricity (home wiring). Fortunately the market has developed high tech equipment for educational purposes at a fraction of the cost of commercial equipment. This makes it much more feasible for introduction into our school programs.

The following proposal is based on recommendations #10, #15, and #17 of the T.E.R.C report.

1. Manufacturing Technology

. Robotics Trainer *	11	@	$1,000	=	$11,000
. C.N.C. Lathe **	7	@	$6,000	=	$42,000
. Pneumatics Trainer ***	8	@	$3,000	=	$24,000
Total					$77,000

Note: There are 4 lathes + 3 trainers now in place.

This would equip each school with one unit each. This addresses the requirements of the new Manufacturing Technology Course to be fully implemented in September 1987.

2. Drafting Technology

. Computerized Assisted Design "Auto Cad"	1	@	$13,000	=	$13,000

There are now 3 in our system. This additional unit would give us two on the Mountain and two in the Lower City.

---

* Robotics Trainer:	a robot arm which simulates the use of robots in manufacturing.
** C.N.C. Lathe:	a computer controlled lathe which can be programmed to perform various machining operations.
*** Pneumatics Trainer:	a unit which illustrates the principals of hydraulics.

3. Automotive Technology

The newer automobiles all have computerized engines and it is imperative that our auto shops have equipment to analyze these engines. The large commercial analyzers cost in the neighbourhood of $30,000; however, there are on the market hand analyzers which do an adequate job and provide the information necessary to analyze the new engines -- cost $1,000 per unit.

. Hand Analyzers 12 @ $1,000 = $12,000

4. Computer Technology

This is a growth program in our schools. Unit costs of logic trainers are approximately $160. Class sets are required.

. 4 class sets of 24 (4 x 24 x $160) = $15,500

Total for "PART A" $117,500

PART B - Conventional Equipment:

1. Frame straightener for Albion Vocational School. This will allow Albion to provide the same program as exists at Parkview Vocational School in Auto Body Repair. $20,000

2. Re location of equipment from Scott Park to Barton. The Machine Shops (2) at Barton are fully utilized but many pieces of equipment (lathes) are out of commission and beyond repair. Scott Park is using only one of two Machine Shops and both Shops have excellent equipment. This should be acted on immediately due to the present state at Barton. $10,000

3. Convert a Machine Shop at Scott Park to a Woodworking Shop. The Principal and Technical Head have identified a need for this facility and also plan on implementing an innovative program in 1987-88 utilizing a number of shop areas, Woodworking being one. Estimated Cost: $50,000
   Addresses recommendations #14 and #15 of T.E.R.C. report.

4. Convert two under used facilities to a multi-purpose integrated shop facility to be used for a general integrated shop program. (2 schools) $20,000

Total for "PART B" $100,000

NOTE: In view of consolidation of program and the introduction of a long range strategic plan in early 1987, the above equipment while needed now is readily transferrable to any school.

PART C - Staff/Personnel:

1. In-service and professional development.
   In collaboration with the office of Staff Development, we need to initiate a plan of in-service and updating for Technical teachers. $45,000

2. Equipment maintenance team.
   To hire a millwright/mechanic for a trial period of one year to provide preventative maintenance for equipment in the Technical area.
   Estimated cost (based on 6 months in 1987):
   These address recommendations #18 and #19 of T.E.R.C. $15,000

   Total for "PART C" $60,000

PART D - Publicity:

1. To cover the costs of developing marketing strategies, producing pamphlets and advertising.

   $2,500

SUMMARY:

This proposal is the first stage in the renewal of an important part of the Hamilton Board's program.

SUMMARY OF COSTS FOR 1987-88 (EST.)

PART A.	High Tech Equipment	$117,500.
PART B.	Conventional Equipment	$100,000
PART C.	Staff/Personnel	$ 60,000.
PART D.	Publicity	$ 2,500.
TOTAL		$280,000

The Board of Education for the City of Hamilton

DESCRIPTION OF CONTRACT SERVICES
Millwright - Mechanic

Contract Services

The Board of Education requires a mechanic on a contract basis to maintain and repair the machines in the technical area of its schools. The service will involve diagnosing the problems, performing on-site repairs, removing the components for off-site repairs, relocating of machines, co-ordinating the various trades required, keeping repair records and other tasks pertaining to the maintenance of classroom machinery.

The contract service will be the responsibility of the Supervisor of Technological Studies. This service will be on a contract basis and billed at a per hour rate. The cost of machine components etc. will be billed directly to the board. The details of the arrangement will be negotiated between the board and the individual providing the contract service.

Qualifications (Contract Service)

- A qualified millwright - mechanic with a minimum of 10 years experience
- A proven track record in machine repairs
- Excellent communication skills
- Ability to relate to others
- Knowledge of and contacts with the machine tool industry
- A driver's licence and a vehicle to handle machine parts

TECHNOLOGICAL STUDIES
YEAR 1 of 5 YEAR PLAN

FINANCIAL IMPLICATIONS FOR 1987

ECONOMIC CLASSIFICATION	DETAIL		$
Personnel Training	Professional Development		45,000
Supplies & Services	General Supplies	2,500	
	Instructional Supplies: Logic Trainers- 4 class sets of 24 = 96 @ 160	15,500	18,000
New Equipment	Secondary Composite: MANUFACTURING TECHNOLOGY		
	Robotics Trainer - 11 @ 1,000	11,000	
	C.N.C. Lathe - 7 @ 6,000	42,000	
	Pneumatics Trainer - 8 @ 3,000	24,000	
		77,000	
	DRAFTING TECHNOLOGY Auto CAD- 1 @ 13,000	13,000	
	AUTOMOTIVE TECHNOLOGY Hand Analysers - 12 @ 1,000	12,000	
	SECONDARY VOCATIONAL: CONVENTIONAL EQUIPMENT 1 Frame Straightener- 1 @ 20,000	20,000	122,000
Capital from Current	Re-location of Machine Shop equipment from Scott Park to Barton		
	Convert a Machine Shop at Scott Park to a Woodworking Shop		
	Convert two facilities to a multipurpose integrated shop facility		80,000

Fees & Contractual Services	- Professional Fees: To hire/contract a Millright Mechanic for a trial period of 1 year for equipment maintenance effective July 1, 1987	15,000
	TOTAL	$280,000

prepared by the Office of John Penner,
Business Administrator/Treasurer

1986 11 26

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1986 11 26.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

PART I

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Colin Dingle, 1986 10 01 to further notice

Arthur Cseresnyes, 1986 09 15 to further notice

Serge Joncas, 1986 10 06 to 1986 10 16 (6/6)
1986 10 17 to further notice (3/6)

Arlene Pidruczny, 1986 10 01 to further notice

Colleen Wray, 1986 10 14 to further notice

(b) That the request of Cathy Haggarty for a Personal Leave of Absence, effective 1987 01 05 to 1987 01 23, be granted.

(c) That the resignation of Irene Ashworth, who is retiring on superannuation, effective 1987 01 31, be accepted with regret.

(d) That the request of Gordon Carruth to extend his Loan-of-Service Agreement with the Department of National Defence, effective 1987 09 01 to 1988 08 31, be granted

(e) That the request of John McKnight to extend his Loan-of-Service Agreement with the Department of National Defence, effective 1987 09 01 to 1988 08 31, be granted.

(f) That approval be given for 25 students enrolled in Grade 13 World Issues (GW15A) course at Hill Park and Westmount Secondary Schools, along with two teacher chaperones to participate in a Jamaica Geography Field Trip, from 1987 05 03-10 (Sunday to Sunday).

(g) That the following trips be approved:

(i) Hill Park. Grades 11-13, Outdoor Education, Minden, 1987 01 28-02 01 (Wednesday to Sunday)

(ii) Hill Park, Grades 11-13, Cross Country Skiing area outside 80 km of Hamilton, any Saturday or Sunday in winter

(iii) Westdale, Grades 11-13, New York City, New York, 1986 12 05-08 (Friday to Monday)

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1986 11 26.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART II

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Marjorie I. Cooke, 1986 09 25 to 1986 11 06

Mary J. McDiarmid, 1986 10 06 to further notice

Darlene M. Pryde, 1986 11 17 to 1987 06 30

Lynn L. Rossini, 1986 10 17 to further notice

Michael C. Stock, 1986 09 29 to further notice

(b) That the effective dates of Carol Massey's appointment to the Occasional Staff, approved at the October Meeting be changed to 1986 09 02 to 1986 11 07 (1.0), 1986 11 10 to 1986 12 19 (.5).

(c) That Nancy Straitton be returned from Leave of Absence and assigned teaching duties, effective 1986 11 03.

(d) That the effective date of Brigitte Kurtz's return from Leave of Absence, approved at the November Meeting be changed to 1987 01 01.

(e) That the request of Kathleen Henderson for a Maternal Leave of Absence, be granted in accordance with conditions governing Maternal Leave, and that this Leave be followed by a Leave of Absence for Parental Reasons, effective 1986 01 05 to 1987 08 31.

(f) That the request of Louise Lefebvre-Brejak for a Maternal Leave of Absence, effective 1987 03 16 to 1987 07 03, be granted in accordance with conditions governing Maternal Leave.

(g) That the request of Donna Kehoe for a Leave of Absence for Parental Reasons, effective 1987 01 01 to 1987 08 31 be granted.

(h) That the request of Brigitte Kurtz for an extension of her Parental Leave of Absence, effective 1986 12 01 to 1986 12 31, be granted.

(i) That the effective dates of Darlene Owen's Maternal and Parental Leaves of Absence be changed to 1986 11 12 to 1987 08 31.

(j) That the request of Blake Galloway for an extension of his Disability Leave of Absence, effective 1986 09 01 to 1987 12 31, be granted.

(k) That the action of the Superintendent in permitting Steve Mallick to take Guidance Part 1 be approved, and that he be reimbursed for the registration fee of $281.00 upon submission of proof of successful completion of this course.

(l) That the request of Helen Ashmore for overseas exchange with a teacher from Australia for the period 1988 01 01 to 1988 12 31, be approved subject to the condition that a suitable exchange teacher from Australia can be arranged through the Ministry of Education.

(m) That the following trips be approved:

(i) C. B. Stirling. Grade 7, Outdoor Education, Camp Wanakita, 1987 11 11-13 (Wednesday to Friday)

(ii) Chedoke, Grade 8, Ottawa, 1987 05 27-29 (Wednesday to Friday)

(iii) Chedoke, Grade 7, Outdoor Education, Camp Wanakita, 1987 05 20-23 (Wednesday to Saturday)

(iv) Dalewood, Grade 8, Quebec City, Quebec, 1987 01 27-24 (Wednesday to Saturday)

(v) W. H. Ballard, Grade 7, Outdoor Education, Camp Wanakita, 1987 02 25-27 (Wednesday to Friday)

(vi) Westview, Grade 8, Ottawa, 1987 02 18-20 (Wednesday to Friday)

FRENCH IMMERSION: A REVIEW OF PROBLEMS

Brief prepared by the French Immersion Committee of the
Council of Hamilton Home and School Associations

The Hamilton Home and School Council, which represents 17 Home and School Associations in the city, moved to create a French Immersion Committee early last spring. The Committee was asked to assist our children in an organized way as they made their way into and through the French Immersion program and to monitor the Board's policy and planning in regard to the program. The Committee consists of one or two parents from each school which offers French Immersion and has been meeting on a monthly basis since its formation. We now would like to approach the Board with some suggestions and reactions related to the delivery of French Immersion in the city.

The delivery of the French Immersion program in the schools of the Hamilton Board of Education has improved in several respects in the past three years. Although individual caps were still in place at most French immersion schools, the Board, in effect, removed the cap on the program across the city. The expansion into Glen Echo and Sanford Avenue schools helped make the program more widely available to those parents wishing it for their children. In addition, in drawing up criteria for registration, the board established for the first time "French Immersion Attendance Areas." These geographical units helped make registration in the program a little more straightforward for some parents. We were pleased with these steps because each represented progress toward the objectives outlined by our Council and several of its member associations over the past three years.

There remains, however, work to be done on improving the delivery of the program in the city. We note, in particular, four areas of continuing concern:

1. Accommodation of the program on the mountain, particularly in the centre and the west, continues to be unsatisfactory. Plans for dealing with this problem are not ideal in our view, particularly as they involve the creation of a French Immersion centre at Norwood Park. We maintain the well-supported and long-standing view of the parents that dual track schools are preferable to French Immersion centres.

2. The registration procedure remains unacceptable because it continues to foster tension and overnight lineups in several neighbourhoods.

3. Programming to teach the French language in Hamilton has not made sufficient use of alternative approaches to Early Immersion.

4. Special services in the French language for French Immersion children are inadequate.

In the brief that follows, we first outline the principles that guide our concerns and our eventual recommendations on these matters. We then look in more detail at each of these four problem areas and make some suggestions for resolving the difficulties involved.

THE NEED FOR POLITICAL REPRESENTATION

Since its introduction over a decade ago, the French Immersion program has grown significantly. Beginning in one school only, it is now offered in seven junior schools, two middle schools and in one high school. As it has grown the problems, always trying, have become still more difficult. Whether these be the continuing sore of the registration process, the hiring of qualified teachers or the fashioning of a sensible curriculum at the high school level, they have engaged you the trustees and your officials more and more every year. As problems have developed, individual Home and School Associations have reacted on an ad hoc basis, often angrily, as the parents concerned have felt their voices have not been heard. We feel that it is now time to improve the process of consultation between parents and the Board and to formalize a little more the planning process for the program. As parents with children in the program, our own experience and knowledge of its strengths and weaknesses have increased. We believe that we have reached the stage where we can work more closely with the Board in discussing the problems with the program and improving the planning process for it. Accordingly, we recommend to the Board that:

A FORMAL ADVISORY COMMITTEE ON FRENCH IMMERSION, ANALOGOUS TO THE ADVISORY COMMITTEE ON SPECIAL EDUCATION, BE ESTABLISHED IMMEDIATELY. THIS COMMITTEE WOULD CONSIST OF TRUSTEES, BOARD OFFICIALS, AND REPRESENTATIVES OF THE PARENTS CHOSEN BY OUR OWN COMMITTEE.

GIVEN THAT THE DELIVERY OF THE FRENCH IMMERSION PROGRAM IS ALSO AFFECTED SIGNIFICANTLY BY THE QUESTION OF ACCOMMODATION, WE ASK AS WELL THAT PARENTS OF FRENCH IMMERSION CHILDREN BE GIVEN REPRESENTATION ON THE ACCOMMODATION COMMITTEE OF THE BOARD.

THE PRINCIPLE OF THE NEIGHBOURHOOD SCHOOL

In each of the presentations to Board committees over the past several years by Home and School Associations, the following principle has been central:

THE ELEMENTARY SCHOOL IS A CENTRAL INSTITUTION TO AN URBAN NEIGHBOURHOOD. WHEREVER POSSIBLE AND WHENEVER POSSIBLE, OUR CHILDREN SHOULD BE ABLE TO ATTEND THE SCHOOL IN THEIR NEIGHBOURHOOD. IN MOST CASES, WE WOULD HOPE THAT THIS SCHOOL IS THE ONE CLOSEST BY IN THE LOCAL COMMUNITY. IN SOME CASES, HOWEVER, IT MAY BE THE ONE CLOSEST TO HOME OFFERING A PARTICULAR PROGRAM.

Behind this principle lies a particular conception of the city. Jane Jacobs, the famous urban sociologist, has described cities as being built from the neighbourhood up. Cities gain their life from the smaller communities they contain. These smaller communities provide a sense of home, a set of friendships, and, most important, a milieu for children as they grow to adulthood. Children develop their sense of identity, their social skills, and some of their most important friendships with the very children that live around them. Parents develop their own networks of friendships and support

which aid in the raising of their children in the same geographical area. In our present life, where work often involves extensive commuting, where it is common for both parents to be employed, the neighbourhood with its familiar, stable confines and its friendships is cherished even more.

The school together with its teachers is a very important part of the neighbourhood. Our children attend it in the company of their friends. Parents visit it, participate in the various events surrounding it, and discuss its problems and strengths in the company of the parents of their children's friends. We all know the difficulties and the emotions involved when our young children go off to kindergarten and elementary school. We feel for them and want the transition out of the home or day care to be as smooth and as easy as possible. It is so much easier on our children and on us when this transition takes place in a school that is close to where we live, that we know well, and that is home to our children's friends.

This perspective, then, colours very much our attitudes on the delivery of French immersion. We recognize that it is impossible for all parents wishing to enrol their children in French Immersion to do so at their local community school. Yet, within the city of Hamilton, there are enough parents desirous of the program that it is possible to have a school offering the program in most areas of the city. While the school might not be the closest one to the home, it is close enough that one can retain that important sense of community and belonging. In addition, chances are good that there will be other children from the neighbourhood enrolled. Until recently, the Hamilton Board of Education has worked with these ideas in mind as it implemented dual track French Immersion in the various areas of the city. We all know that this dual track approach has been very successful.

French Immersion centres, on the other hand, represent too much a departure from the principle of the neighbourhood school to be satisfactory in our view. While studies have shown that Centres offer some slight advantages over dual track in terms of creating a French milieu in the school and some more significant advantages from the point of view of administration, these are hardly enough to sway us from our principle of community schooling. We strongly believe that the advantages of the neighbourhood school as stated above outweigh the administrative convenience of the French Immersion centre. We wish that the greatest number of families possible should be spared the additional stress that comes with having young children travel longer distances.

REVIEW OF CURRENT PROBLEMS

Problem 1: Delivery of French Immersion in the central and west mountain.

The French Immersion program has grown significantly in the southern part of the city. In order to accommodate this demand, the Board has decided to phase out the French Immersion programs at Pauline Johnson and to transfer the displaced children to a new French Immersion Centre to be opened at the reclaimed Norwood Park School. This move to create a centre at Norwood Park represents a departure from the principle of neighbourhood schooling which we cherish, and causes us some regret. The French Immersion Parents Association of Pauline Johnson and Cardinal Heights Schools made this clear in a brief to

the Education Management Committee last year. This brief summarized well and eloquently the problems they saw with the proposed temporary move to Linden Park. They asked that the move to Norwood Park be the only one required, and that portables be used at Pauline Johnson until Norwood becomes available. They added that Norwood Park should be organized according to the dual track concept and that a new dual track school be found in the west mountain to take the pressure off Norwood Park. We follow these parents then in recommending:

ONLY ONE MOVE SHOULD BE IMPOSED ON THE PAULINE JOHNSON PARENTS - THE MOVE TO NORWOOD PARK SCHOOL.

PEACE MEMORIAL SHOULD BE RETAINED AS A VIABLE DUAL TRACK PROGRAM FOR THE EAST MOUNTAIN.

THE BOARD SHOULD MOVE ACTIVELY TO OPEN A NEW DUAL TRACK PROGRAM IN THE WEST MOUNTAIN. THIS COULD BE DONE IN ONE OF TWO WAYS. IF A NEW SCHOOL IS BUILT IN THIS AREA, IT SHOULD BE OF A SIZE TO ALLOW IT OR A NEIGHBOURING SCHOOL TO HOUSE A FRENCH IMMERSION PROGRAM. ALTERNATIVELY, THE BOARD SHOULD EXAMINE CAREFULLY HOW IT MIGHT USE ANY EXISTING SPACE AVAILABLE IN SEARCHING FOR A HOME FOR SUCH A PROGRAM.

IF SUCH AN ARRANGEMENT COULD BE FOUND FOR THE WEST MOUNTAIN, THE NEW PROGRAM AT NORWOOD PARK COULD ALSO BE DUAL TRACK AND DIRECTED AT SERVING THE CENTRE MOUNTAIN.

Problem 2: Enrolment Procedures.

In 1985-86, the Hamilton Board of Education defined its admission priorities as follows:

1. pupils within French Immersion attendance areas.*

2. siblings of students in the program.

3. pupils residing elsewhere in Hamilton.

4. non-resident pupils.

*If enrolment is capped in any school area, eligibility will be determined on the sequence of registration.

While this definition of priorities was a marked improvement over preceding years, when priorities were not defined or were vague, it did not eliminate the dreaded lineups. In fact, the lineup at Earl Kitchener was worse as the first parent arrived at 1:00 P.M. on the day previous to registration. The most contentious aspect of this definition is the first come, first served principle. The Board has repeatedly argued that this principle is the most fair available. We dispute this point of view.

The disadvantages of this principle are now well known. Where parents perceive that demand will be higher than supply, a perception now clarified

under the pre-registration procedure, a lineup becomes inevitable. Lineups, in themselves, create inequities and are unfair.

- They are unfair to single parents who find it very difficult to 'compete' in the lineup, especially now as the lineup may start as much as twenty hours prior to registration.

- They are unfair to families where one or both parents work shifts.'

- They are unfair to families that are the victims of circumstance - a parent or child might be quite ill, for example - and this particular event prevents them from joining in the lineup.

- They are unfair to those in the lineups. Virtually to a person, parents who have been involved in a lineup find it induces great tension, they feel degraded, and they resent the waste of what is now approaching eighteen hours of their day, not to speak of time lost the next day because of a lack of sleep.

The question then is whether there is any other procedure available which might be more fair in the sense of reducing some of these inequities. Several of our member associations have ideas on this matter and we would like to use representation on a new Advisory Committee for French Immersion to discuss these with you and your officials at greater length. We propose that:

THE NEW ADVISORY COMMITTEE ON FRENCH IMMERSION GIVE HIGH PRIORITY TO A RECONSIDERATION OF THE REGISTRATION PROCEDURES FOR THE FRENCH IMMERSION PROGRAM.

Problem 3: Diversity in Programs for the French Language

In its brief to the French Immersion Committee of the Board prepared in September 1985, the Hamilton Council of Home and School Associations noted that the Board might explore additional alternatives to existing programs. Currently, most effort has been devoted to Early French Immersion and to the Core French Program. In our view, these programs provide a base and a set of resources for further options. Studies of French Immersion have shown that Late Immersion programs have success rates that compare favourably with those of Early Immersion. Many parents who have moved to the city from other parts of the country and who thus missed an opportunity to enrol their children in an early immersion program are very interested in this option. Other parents, for various reasons, have qualms about early immersion but have less worries when their children are older and have learned to read and work in their mother tongue. Hence, these too would welcome a late immersion option. Other programs such as Extended French or Enriched French also might be considered. If some of these alternatives were tried, some of the disadvantages of the present offerings might be alleviated. In particular, the Board would have increased flexibility in putting together a viable program for French Immersion students at the secondary level. Hence our recommendation:

THE BOARD SHOULD MOVE IMMEDIATELY TO PLAN FOR THE INTRODUCTION OF A LATE IMMERSION PROGRAM. AT THE SAME TIME, IT SHOULD CONSIDER OTHER OPTIONS SUCH AS

EXTENDED FRENCH AND ENRICHED FRENCH BOTH AS A MEANS TO IMPROVE FRENCH LANGUAGE INSTRUCTION AND TO INCREASE FLEXIBILITY IN DESIGNING FRENCH IMMERSION PROGRAMS AT THE SECONDARY LEVEL.

Problem 4: Support Services in the French Language

Like children in any other program, students in the French Immersion program will have special problems and gifts. On the one side, a child may have learning problems, a difficult family situation, or behavioural disorders. The normal reaction to these problems when a child is in French Immersion is to withdraw him or her from the program. If the problem then persists, special services of the Board are made available to the child. In many instances, these problems may have no relation to French Immersion per se and there may be no need to withdraw the child. In fact, pulling a child out of the program may give a child a sense of failure that complicates matters further.

On the other side, a child in the French Immersion program may be designated as gifted. If the child then is to make use of the Board's services for gifted children, he or she must withdraw from the French Immersion program first. Parents are faced then with the difficult choice of persisting with French Immersion or putting their child in a gifted program. In view of both of these problems, we recommend:

THE BOARD CONSIDER THE POSSIBILITY OF OFFERING SERVICES IN THE FRENCH LANGUAGE TO CHILDREN WITH SPECIAL LEARNING OR BEHAVIOURAL PROBLEMS OR WITH SPECIAL GIFTS. IN PARTICULAR, THE BOARD SHOULD CONSIDER THE POSSIBILITY OF USING ITINERANT TEACHERS IN SOME OF THESE AREAS.

SUMMARY OF RECOMMENDATIONS

AN ADVISORY COMMITTEE ON FRENCH IMMERSION BE ESTABLISHED IMMEDIATELY. THIS COMMITTEE WOULD CONSIST OF TRUSTEES, BOARD OFFICIALS, AND REPRESENTATIVES OF THE PARENTS RECOMMENDED BY OUR OWN COMMITTEE.

GIVEN THAT THE DELIVERY OF THE FRENCH IMMERSION PROGRAM IS ALSO AFFECTED SIGNIFICANTLY BY THE QUESTION OF ACCOMMODATION, WE ASK AS WELL THAT PARENTS OF FRENCH IMMERSION CHILDREN BE GIVEN REPRESENTATION ON THE ACCOMMODATION COMMITTEE OF THE BOARD.

ONLY ONE MOVE SHOULD BE IMPOSED ON THE PAULINE JOHNSON PARENTS - THE MOVE TO NORWOOD PARK SCHOOL.

PEACE MEMORIAL SHOULD BE RETAINED AS A VIABLE DUAL TRACK PROGRAM FOR THE EAST MOUNTAIN.

THE BOARD SHOULD MOVE ACTIVELY TO OPEN A NEW DUAL TRACK PROGRAM IN THE WEST MOUNTAIN. THIS COULD BE DONE IN ONE OF TWO WAYS. IF A NEW SCHOOL IS BUILT IN THIS AREA, IT SHOULD BE OF A SIZE TO ALLOW IT OR A NEIGHBOURING SCHOOL TO HOUSE A FRENCH IMMERSION PROGRAM. ALTERNATIVELY, THE BOARD SHOULD EXAMINE CAREFULLY HOW IT MIGHT EXPLOIT THE EXISTING SIGNIFICANT SPACE AVAILABLE AT CHEDOKE MIDDLE SCHOOL IN SEARCHING FOR A HOME FOR SUCH A PROGRAM.

IF SUCH AN ARRANGEMENT COULD BE FOUND FOR THE WEST MOUNTAIN, THE NEW PROGRAM AT NORWOOD PARK COULD ALSO BE DUAL TRACK AND DIRECTED AT SERVING THE CENTER MOUNTAIN.

ONCE IT IS CREATED, THE NEW ADVISORY COMMITTEE ON FRENCH IMMERSION GIVE HIGH PRIORITY TO A RECONSIDERATION OF THE REGISTRATION PROCEDURES FOR THE FRENCH IMMERSION PROGRAM.

THE BOARD SHOULD MOVE IMMEDIATELY TO PLAN FOR THE INTRODUCTION OF A LATE IMMERSION PROGRAM. AT THE SAME TIME, IT SHOULD CONSIDER OTHER OPTIONS SUCH AS EXTENDED FRENCH AND ENRICHED FRENCH BOTH AS A MEANS TO IMPROVE FRENCH LANGUAGE INSTRUCTION AND TO INCREASE FLEXIBILITY IN DESIGNING FRENCH IMMERSION PROGRAMS AT THE SECONDARY LEVEL.

THE BOARD CONSIDER THE POSSIBILITY OF OFFERING SERVICES IN THE FRENCH LANGUAGE TO CHILDREN WITH SPECIAL LEARNING OR BEHAVIOURAL PROBLEMS OR WITH SPECIAL GIFTS. IN PARTICULAR, THE BOARD SHOULD CONSIDER THE POSSIBILITY OF USING ITINERANT TEACHERS IN SOME OF THESE AREAS.

For elaboration or further information on the recommendations in this brief, interested parties may contact:

Wendy Cairns
Chairperson
Home and School Council French Immersion Committee
522-8862

ALLENBY HOME AND SCHOOL ASSOCIATION

BRIEF TO EDUCATIONAL MANAGEMENT COMMITTEE OF THE CITY OF HAMILTON PUBLIC SCHOOL BOARD

Concern:

The parents of Allenby School are concerned about the future of their school, and the plans the Board of Education has for their children.

Background

This school has always been small.It has a restricted catchment area serving a distinct neighborhood, which is different from those of Earl Kitchener, Central and Strathcona upon which it abuts. Over the years the school has had considerable parental support and the community has been active in giving to school fund raising projects. $2000 has just been raised from the sale of cookies.

In 1984 it was considered for closure by the Board but allowed to remain open for a year. In 1985 the school was given another extension of one year. At that time the parents of senior kindergarten children were told not to register their children in grade 1 at Allenby but to take them to Central or Strathcona Schools. As a result, siblings went to schools, other than Allenby, from those families who were requested to register their children in other schools, as parents did not wish to have their young children in different schools. Consequently a whole grade's enrolment was lost to Allenby following 1985, and a further unknown number of children from other grades.

Present Situation

The present enrolment as of October 29 1986 is:

junior kindergarten	17
senior kindergarten	16
grade one	18
grade two	0 *
grade three	9
grade four	15
grade five	17
opportunity class	8
total	100

NB: * grade lost when children were registered elsewhere in 1985
split grades : grades 1&3
grades 4&5
the only spare classroom is used for five adult education classes.

Allenby Home and School Brief

Meanwhile the nearby schools are pretty full:

	operating capacity	actual enrollment
Central	140	134
Earl Kitchener	508	509
Strathcona	250	213

NB: all figures are for October 1986.

There is clearly no room for a hundred students to be fitted into any one of these schools, and insufficent room for students to be split between the schools. Portable classrooms are not a possibilty either, as Strathcona and Earl Kitchener have small playgrounds, and it would not be appropriate to have portables in the present situation at Central.

Proposals

The continued uncertainty about the future of Allenby School is harmful to the children as long term planning can not be made--the parents would like to work on improving the playground--; and to the neighborhood as families are deterred from renting or buying houses in an area which is otherwise attractive to those seeking reasonable accommodation. Therefore the Allenby Home and School Association requests that:

* The Board provide some stability by not reconsidering the closure of Allenby School for at least another three years.

* Those children whose parents were requested to register their children in nearby schools be allowed to return to Allenby School.

* In the future parents not be requested to send their children to a number of different schools so that the neighborhood children are split up.

Allenby Home and School Association, October 1986.

Education Centre,
100 Main Street West,
Hamilton, Ontario.

1986-10-22

To the Chairman and Members,
The Education Management Committee,
The Board of Education for the City of Hamilton,
HAMILTON, ONTARIO.

Ladies and Gentlemen:

RE: COMPENSATORY EDUCATION

On 1985-12-03, a report was presented to the Education Management Committee which contained recommendations relative to:

- the identification of the fourteen schools to be designated as compensatory education schools, and the required staffing/budgetary allocations.
- the establishment of a **"Morning Nourishment Fund"**.
- the establishment of a professional development in-service budget.

On 1986-02-04, a second report was presented which contained a recommendation relative to the appointment of additional school social workers.

During the budget review, all recommendations were approved.

It is the purpose of this report to address the results of the recommendations and to place forward proposals for 1987.

COMPENSATORY EDUCATION SCHOOLS:
Through the board's Research Services Department, a comprehensive report was prepared which clearly noted those schools to be deemed "Compensatory Education" schools. It had been determined in the original report to the board (1984-10-30) that although middle schools would not be included in the first two phases of the operation of the compensatory education proposal, they would be addressed in phase three. The **"Five Factor Study"** clearly demonstrates that three of our inner-city middle schools should be included in the list of compensatory education schools. A recommendation to this effect will be found later in the report.

MORNING NOURISHMENT PROGRAM:
Reports from the schools state that the morning nourishment program has been well received. The mechanics of the program have been refined and there appears to be adequate funding to support the program. Inappropriate use of the program has been negligible and fears of any stigma associated with the receiving of nourishment have proved to be

...cont'd.../

MORNING NOURISHMENT PROGRAM: **(continued)**
unfounded. It has been recommended strongly by our principals that this program continue. Though it is being recommended that additional schools be included for 1987, no increase in budgetary allocations is being sought.

PROFESSIONAL DEVELOPMENT IN-SERVICE BUDGET:
Special efforts were made in 1986 to provide effective in-service for the principals and the teachers in our compensatory education schools. These events included the following:

- an orientation meeting for all teachers new to compensatory education.
- visits by principals to inner-city schools in other jurisdictions.
- a professional activity day devoted exclusively to compensatory education schools (316 personnel involved).
- attendance by officials/principals at the Canadian Council for Inner-City Education annual conference.
- the setting up of a networking system for teachers.
- workshops, seminars.

In order to continue the momentum in 1987, it is felt that in-service should continue and, to this end, a recommendation calling for a professional development allocation will be found later in this report. It is felt that the amount of such an allocation may be reduced considerably from that of 1986.

SCHOOL SOCIAL WORKERS:
As mentioned earlier, a comprehensive report relative to the role of the school social worker was presented to the board in February, 1986. We now have five school social workers operating in six of our schools. It continues to be the feeling of the principals that they are now able to move toward a more proactive, preventive mode of action within their school community. The combination of a resident social worker, an Adjustment Services Counsellor and a Public Health Nurse has created an effective team approach to deal with severe problems at a much deeper level. Crises and concerns are being addressed more quickly and more effectively and resources are being utilized in a more systematic and efficient manner. Further, family and community response appears to be positive relative to the additional assistance being given to address very needy circumstances. Finally, principals note that they have been able to enlarge their community education program and state, **"It is a real challenge to be involved in a project involving the services of a fully qualified school social worker whose services are absolutely essential to the needs of this school and this community".**

CONCLUSION:
At this time, fourteen schools have been identified as schools in need of additional educational support and five school social workers have been appointed.

It is, therefore, recommended:

1. that the number of schools designated as compensatory education schools be seventeen in total;

...cont'd.../

CONCLUSION: (continued)

2. that a budget of $5,000 be established for an in-service program designed for all personnel assigned to compensatory education schools;

3. that an additional two social workers be appointed to the compensatory education schools, **effective 1987-09-01.**

Prepared and Submitted by: D. Rothwell,
Area Superintendent of Education

Approved by: A. J. Krever,
Director of Education and Secretary of the Board

JOB DESCRIPTION

SOCIAL WORKERS: Hamilton Elementary Schools

OPERATIONAL PROCEDURE:

The social worker will be responsible to the principal of the school on a daily basis as a staff member, and also to the Adjustment Services Department who will provide ongoing casework supervision and liaison with Special Services. In-service and staff development programs will be provided by the Adjustment Services Department.

The process and use of the residential social worker will be reviewed in one year in order to examine the value to the school, staff and community.

RESPONSIBILITIES TO THE SCHOOL:

- in co-operation with the principal and staff, work with students and families as problems are identified.
- assist teachers to understand individual problems and assist in dealing with disruptive behaviour.
- assist in the early identification of problems, and develop strategies to meet identified special needs.
- act as a part of the school team (Special Education, Psychological Services, Adjustment Services, Primary Education, etc.) in order to assess and remediate inappropriate behaviour.
- act as a consultant to principal and staff regarding child growth and development and principles of good mental health.
- assist and deal with group problems and crisis intervention.

RESPONSIBILITIES TO THE STUDENT:

- to be available for intensive counselling and assistance to students to achieve satisfactory relationships in school, home and community.
- to work with groups of students where common concerns can be addressed, such as improvement of social skills, improvement of attendance patterns, etc.
- to develop with teacher and student behaviour modification programs to improve classroom behaviour.

RESPONSIBILITIES TO THE FAMILY:

- to work closely with parents whose children are having serious adjustment problems at school.
- to initiate home visits, school conferences towards developing and/or improving teacher/parent relationships.
- to act as resource and advocate for parents regarding required resources and programs to assist needs of families and students.
- to be available to parents as a consultant and advocate for their concerns and special needs.

RESPONSIBILITIES TO THE COMMUNITY:

- to be aware of neighbourhood concerns and needs.
- to utilize in the school effective use of community resources.
- to participate and develop appropriate joint planning of programs within the community.

100 Main Street West
Hamilton, Ontario
1986 12 02

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: "The Evaluation of Treatment for Childhood Cancer: Costs, Benefits and the Quality of Life"

This research study is proposed by a team of health care professionals from Chedoke-McMaster Hospitals.

PURPOSE OF THE STUDY

. To estimate the social costs, social benefits and quality of life of the treatment outcomes of three major forms of childhood cancer: Wilms' tumour, high-risk acute lymphocytic leukemia, and neuroblastoma.

. To measure the quality of life after the treatment process.

BENEFITS TO SOCIETY

The three cancers selected for study respectively have high, medium and low survival rates; thus the results may generalize to other forms of childhood cancer. The benefits of treatment include the reduction in health care costs through a cure.

In addition, the study will allow for a comparison of the impacts of the treatment of childhood cancer with the impacts of other health care interventions. The results will also enhance decision making about clinical programs for the treatment of childhood cancer and allow for an assessment of the role of aggressive treatment versus palliation.

SAMPLE

The team of doctors requires a list of 340 children attending Hamilton Board of Education Schools. This list will provide a random sample of students from junior kindergarten to grade 5. Mr. Jackson of the Research Services Department feels that this information can be made available with a limited amount of staff time. Provision of these sample names would be the only involvement of the Hamilton Board.

COLLECTION OF DATA

The study will be monitored directly by Chedoke-McMaster Hospitals staff. No school staff will be involved in the process of the study. After a consent form is returned to McMaster's Research Department, a professional interviewer will question the respondent. All respondents will be asked to indicate levels of preference, on a rating scale, for written descriptions of health states.

RESEARCH TEAM

R. D. Barr, M.D., F.R.C.P. (Glasgow), F.R.C.P. (London), F.A.C.P., F.R.C. Path
Professor of Pediatrics, Pathology and Medicine and Chief of Service, Pediatric Hematology/Oncology, Chedoke-McMaster Hospitals

David Feeny, Ph.D.
Associate Professor of Economics and Clinical Epidemiology and Biostatistics

Peter Rosenbaum, M.D., F.R.C.P. (C)
Professor of Pedicatrics and Director of Pediatrics, Chedoke Child and Family Centre

George Torrance, Ph.D.
Professor of Management Science and Clinical Epidemiology and Biostatistics

Bill Furlong, B.Sc.
Project Co-ordinator

RECOMMENDATION

That the Hamilton Board of Education support this study through the provision of a random sample of students' names from Junior Kindergarten to grade 5.

Prepared and submitted by: Peter S. Beveridge
Associate Superintendent of
Curriculum and Special Services

Approved by: A. J. Krever
Director of Education and Secretary

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100 Main Street West
Hamilton, Ontario
1986 12 02

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: REQUEST FROM ADDICTION RESEARCH FOUNDATION PROVINCE-WIDE SURVEY OF STUDENTS' ALCOHOL AND DRUG USE

The Addiction Research Foundation is again requesting that the Hamilton Board of Education participate in the next phase of their province-wide study of students' alcohol and other drug use to begin in **February, 1987.** As in the past survey, a sample of students from grades 7, 9, 11, 13 will be surveyed regarding their exposure to drug education, their awareness and use (if any) of drugs, and problems experienced as a result of drug use. The researchers are requesting to be allowed to survey 12 grade 7 classes of students within the jurisdiction of the Hamilton Board of Education.

A questionnaire, designed in collaboration with consultants from the Survey Research Centre at York University, will require about 35 minutes of classroom time to administer. Individual responses provided by the students remain confidential since names are not recorded. Similarily, because the survey is largely analyzed on an aggregate basis, classes, schools and boards retain their anonymity. Student participation will be voluntary and anonymous.

Previous research by the Addiction Research Foundation has produced a study in trends in the use of tobacco, alcohol and other drugs as well as the development of educational programs which have been distributed to and well received by educators across the province. The information from previous studies has been particularly helpful in program planning and new materials will be developed based on this 1987 survey and other research.

Following the completion of the 1987 survey, distribution of the report will be made to all participating boards.

RECOMMENDATION

That the Hamilton Board of Education continue to cooperate with the Addiction Research Foundation in the administration of a province-wide survey of students' alcohol and drug use.

Prepared and submitted by: Peter S. Beveridge
Associate Superintendent of
Curriculum and Special Services

Approved by: A. J. Krever
Director of Education and Secretary

*The questionnaire has not been included, however, if you wish a copy, please contact Shirley Rogers - Extension 201.
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